REPORT

OF THE

Conference on the Education of the Domiciled Community in India

---

SIMLA, JULY 1912

CALCUTTA
SUPERINTENDENT GOVERNMENT PRINTING, INDIA
1912

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CONFERENCE ON THE EDUCATION OF THE DOMICILED COMMUNITY IN INDIA.

SIMLA, JULY 1912.

BACK ROW.—Mr. Milne, Mr. Covernton, Mr. de la Fosse, Mr. Williams, Mr. Spence, Mr. Abbott, Mr. Wright, Fr. Flink, Mr. Savage, Revd. Lewis, Revd. Gillan, Mr. McClain.

SECOND ROW.—Mr. Arden Wood, Mr. Prior, Revd. R. Smith, Mr. Cunningham, Mr. Chapman, Fr. Vander Schueren, Mr. Read, Brother Ryan, Fr. Dr. Norman, Fr. Kuss, Lt. Spiegelhalter, Mr. Kaye.

SEATED.—Mr. Lee, Mr. Hallward, Archdeacon of Calcutta, Mr. W. H. Wood, Bishop of Lahore, Sir Harcourt Butler, Bishop of Bombay, Mr. Sharp, Mr. Madge, Dr. Bourne, Mr. Kuehler.

IN FRONT.—Revd. Manley, Revd. Dr. Francis, Mr. Sanderson, Mr. Busher, Revd. Pakenham Walsh, Mr. Richey, Revd. Dr. Graham.

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I. INTRODUCTION.

This Volume contains the record of a Conference on the education of the Domiciled Community in India, held at Simla in July, 1912, and presided over by Sir Harcourt Butler, Member for Education in the Executive Council. The Conference was informal. But certain formal resolutions were passed. These are collected in Part IV of the volume. Certain general expressions of opinion were also given. These occur in the body of the report of the proceedings but are not repeated in Part IV.

The Appendices consist of papers sent in by members of the Conference and others either before or during the sittings of the Conference. Papers sent in sufficiently beforehand were circulated to members. The appendices have been arranged as far as possible in accordance with the order in which subjects were discussed. But general notes covering a wide range of subjects have been placed first.

There are also some tables and statistics among the Appendices. Those dealing with individual institutions were supplied by Local Governments in some haste before the Conference, certain members of which pointed out a few inaccuracies of figures, *e.g.*, the Fathers in some Roman Catholic institutions have been shown as untrained teachers, because they possess no formal certificate or diploma.

II.—LIST OF MEMBERS OF THE CONFERENCE ON THE EDUCATION OF THE DOMICILED COMMUNITY.

1. The Hon'ble Sir Harcourt Butler, K.C.S.I., C.I.E. (President).
2. The Rt. Revd. the Lord Bishop of Bombay.
3. The Hon'ble Mr. W. C. Madge, C.I.E., Calcutta.
4. The Rt. Revd. the Lord Bishop of Lahore.
5. W. H. Wood, Esq., Railway Board.
6. The Hon'ble Mr. A. G. Bourne, C.I.E., D. Sc, F.R.S., Director of Public Instruction, Madras.
7. The Hon'ble Mr. G. W. Küchler, C.I.E., M.A., Director of Public Instruction, Bengal.
8. The Hon'ble Mr. C. F. de la Fosse, M.A., Director of Public Instruction, United Provinces.
9. The Hon'ble Mr. R. D. Prior, Acting Director of Public Instruction, Bombay.
10. The Venerable the Archdeacon of Calcutta.
11. J. G. Covernton, Esq., M.A., F.R.N.S., Director of Public Instruction, Burma.
12. N. L. Hallward, Esq., M.A., Director of Public Instruction, Bihar and Orissa.
13. Revd. D. H. Gillan, M.A., B.D., Senior Chaplain, Scots Church, Calcutta.
14. J. R. Cunningham, Esq., M.A., Director of Public Instruction, Assam.
15. R. McGavin Spence, Esq., M.A., Officiating Director of Public Instruction, Central Provinces.
16. The Very Revd. Father H. Norman, D.D., Rector of St. Peter's College, Agra.
17. Revd. J. A. Graham, D.D., C.I.E., Honorary Superintendent, St. Andrew's Colonial Homes, Kalimpong, Darjeeling.
18. Revd. Alex. Francis, D.D., Honorary Secretary, Indian Branch of the National Council of the Education Fund for Europeans and Eurasians, Calcutta.
19. Revd. H. M. Lewis, M.A., Principal, Bishop Cotton School, Simla.
20. Revd. Rocksborough-Smith, M.A., Principal, Diocesan Boys' School, Rangoon.
21. Revd. H. Pakenham Walsh, B.D., Warden of Bishop Cotton's School, Bangalore.
22. Revd. D. H. Manley, B.A., B.D., Secretary, Calcutta Christian Schools Society, Calcutta.
23. Revd. Fr. T. Vander Schueren, S. J., St. Xavier's College, Calcutta.
24. Revd. Fr. C. Flink, S. J., St. Xavier's College, Bombay.
25. Revd. Brother J. A. Ryan, St. Joseph's College, Naini Tal.
26. W. T. Wright, Esq., Inspector of European Schools, Punjab.
27. W. H. Arden Wood, Esq., M.A., F.R.G.S., Principal, La Martinière, Calcutta.
28. Lt L. Spiegelhalter, Inspector of Army Schools, Naini Tal.
29. W. A. Lee, Esq., Messrs. Hoare, Miller & Co., Calcutta.
30. T. A. Savage, Esq., Headmaster, Cathedral High School, Bombay.
31. R. C. Busher, Esq., M.A., Principal, Philander Smith's College, Naini Tal.
32. S. C. Williams, Esq., B.A., Secretary to the Agent, East Indian Railway, Calcutta.
33. A. H. Read, Esq., Headmaster, Bishop Cotton School, Nagpur.
34. A. Chapman, Esq., Headmaster, Oak Grove School, Mussoorie.
35. Bovia McClain, Esq, Secretary, Wellington Branch, Calcutta Y. M. C. A.
36. W. P. Milne, Esq., Calcutta.
37. Revd. Fr. Kuss, Manager, St. Joseph's School, Bellary.
38. R. Sanderson, Esq., M.A., Vice-Principal, Sanawar Training Class.
39. J. H. Abbott, Esq.
40. The Hon'ble Mr. H. Sharp, C.I.E., M.A.

The Most Revd. Archbishop Kenealy also attended.

III.—RECORD OF THE DISCUSSIONS AND RECOMMENDATIONS.

THE PRESIDENT'S OPENING SPEECH.

First day, Monday, 22nd July 1912.

"GENTLEMEN.—On behalf of the Government of India I thank you heartily for your presence here this morning. I hear that others would have been glad to attend whom we should have been glad to welcome But the conference is already large and we have had to limit numbers. I do not propose to address you at any length. As Sir Robert Laidlaw has said—and I am glad to think that he is personally represented at this conference—it is a time for action. But I should like to make a few observations of a general character.

"And first I should like to thank my friend, Mr. Sharp, of whose services I cannot speak too highly, for the trouble which he has taken in making arrangements for this conference.

"Then I wish to correct a misapprehension that this conference is the sequel of the Protestant Committee's appeal for funds in the west. It is nothing of the kind. The Roman Catholics have no part in that appeal and the Roman Catholics represent a very large and worthy portion of the domiciled community. This conference is the sequel and complement of the conference over which I had the honour to preside at Allahabad in February 1911. Indian education must be handled as a whole. The British Government in India, which might have taken for its motto "govern them and lift them up for ever", is equally interested in uplifting all classes of the population no matter what their race or creed may be. Having held a conference about the education of Indian children it was only natural that I should hold a further conference about the education of the children of the domiciled community.

"I wish, also to correct an impression which from time to time finds voice, that the Government of India and the Local Governments are indifferent to the education of the domiciled community. Nothing is further from the fact. From the days of Lord Canning, whose minute has been called a Magna Charta, to the present time, the Governments in India have never forgotten their duty to that community. I need not recall to you the many enquiries that have been held. I will not go back further than Lord Curzon's administration ; and I may say that we all acknowledge how almost every branch of education benefited under Lord Curzon's reforming energy. In the years 1906-07 a recurring grant of Rs. 2,46,000 was made by the Government of India for European education, as well as a special grant of Rs. 10,000 a year for the training class attached to the Sanawar institute, and a scholarship of £200 a year open to boys of the domiciled community and tenable for 3 years in England. In March 1911 the Government of India gave a non-recurring grant of Rs. 6,57,000 for European education and out of the 50-lakh grant announced by command of His Most Gracious Majesty at Delhi 3 lakhs were reserved for the same object. Local Governments are at this moment considering a proposal to establish a scholarship for girls. There has been real progress in the last decade. The expenditure from public funds has more than doubled, it is now 20½ lakhs out of a total expenditure of 62½ lakhs. Of late I have sometimes called to mind an Afghan proverb, "The dogs bark but the caravan goes on." If we are not satisfied with the pace of the caravan, if we may reasonably expect that the active and repeatedly shown sympathy of His Excellency the Viceroy in educational progress and the creation of a new department will lead in future to a more even and more rapid advance in this as in other branches of education, it is not right to ignore the past or be ungrateful for what has been done.

"On one other matter I desire to touch. At Sir Robert Laidlaw's conference and in the papers which have been circulated to you the proposal has been made that the education of the domiciled community should be centralised under the direct control of the Government of India. As a Member of the Government of India, I must appreciate the confidence placed in us, but I must also point out that such a proposal is directly opposed to the accepted policy of decentralisation. In my own experience I can say that the needs

of the domiciled community vary in different parts of India, and it would be altogether undesirable in the interests of that community for the Education Department of the Government of India to take direct charge of their education over so vast an area. Further, I can conceive nothing more injurious to the domiciled community than that the Local Governments, who give so much employment to them and are interested in their welfare, should be divorced from all concern in the education of their children I can however assure you that the Government of India will co-operate heartily with the Local Governments to effect necessary reforms, worked out in consultation with them with due regard to varying local conditions.

"With these few remarks, I invite you, gentlemen, to get to work in a spirit of harmony and co-operation. I doubt not that we shall reach practical conclusions of great value which will result in beneficial action. We shall be mainly concerned with the education of boys but I shall be glad to receive suggestions in regard to the education of girls, and I shall take your opinion as to the necessity of calling a separate conference in regard to the latter."

Sir Harcourt Butler remarked that it would facilitate procedure if it were recognised that only the broad aspects of the question were for discussion. Matters of detail must be left to the provincial Governments. Any papers which members desired to put in would be printed in the proceedings of the Conference.

DEFINITION OF DOMICILED COMMUNITY.

He next pointed out that the question of the definition of the members of the domiciled community had been raised in the opinions submitted. The definition as given in paragraph 2 of the Codes was reasonable and should be allowed to stand. The Code made provision for the admission to European schools of a certain percentage of Indians. There was no intention to alter such provision. It was necessary, however, to see that this percentage is not exceeded and that such schools are not invaded by children of purely Indian descent, who pass themselves as Anglo-Indians.

FREE EDUCATION.

Sir Harcourt Butler stated that the remarks which he had made in the Imperial Legislative Council regarding the extension of the principle of free education applied to members of the domiciled community as well as to Indians. What he desired to see was a general extension of education, but the action must be taken by the Local Governments.

COMPULSORY EDUCATION.

Sir Harcourt Butler next proposed to clear the way by considering the general question of compulsory education. The discussion hinged itself upon that regarding free education. On the one hand the Reverend H. Pakenham Walsh declared that free education would not be efficacious unless coupled with compulsion. On the other hand it was admitted by him and by the Honourable Mr. Hallward that education, if it is to be compulsory, must likewise be free. The Reverend Dr. Francis pointed out that this did not involve free education for all, but for those who were unable to pay; and the Hon'ble Mr. Madge would compel parents to pay if they were able to pay even if they did not desire to do so. Mr. Walter Wood pointed out that these remarks applied to the poorer part of the community; among the rest there was a very considerable sense of pride which might not willingly accept the principle of freedom.

Certain practical considerations were raised. The Honourable Dr. Bourne pointed out the difficulty of compulsion in a scattered population and the Honourable Mr. Covernton the great difficulties which would be encountered in Burma. The Honourable Mr. Hallward said as regards Calcutta that free schools were already over-full. The Reverend Dr. Graham emphasised the exteme importance of the subject. Mr. de la Fosse desired to hear more about the machinery,

while Mr. Williams wanted information about the schools which would give this education in default of which any resolution on the subject would be premature. Mr. Madge, while admitting that the voluntary principle was not exhausted, advocated legislation and inspection as the machinery and said that as regards the schools, the principle of compulsion would work in with that of concentration. Mr. W. Wood said that this last remark showed that any resolution on the subject would be premature till the question of concentration had likewise been cleared up.

The Right Reverend the Lord Bishop of Bombay pointed out that in England compulsion had preceded free education and that just that portion of the community which was at present running to waste could not be brought to school without the introduction of compulsion. He added that a resolution of this sort was comparable with the principle of a Bill and that it was needless at this stage to raise what might be called third-reading objections.

Sir Harcourt Butler stated that the Government of India did not intend to introduce compulsion at present but if the members present desired it, they had every right to have their opinion of the principle placed on record. The following resolution was then passed :—

Resolution.—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognise that this will involve the introduction of free education for all who cannot pay fees.

GRADING OF SCHOOLS.

Nine members of the Conference at a preliminary meeting in Calcutta had suggested a three-fold grading of schools—

(*a*) preparatory schools, carrying on pupils to the age of 9 but with one or more secondary classes if the education department deemed this desirable;

(*b*) secondary schools providing a complete course of general education up to the age of 18, in the last two years of which specialisation should be permitted;

(*c*) collegiate schools, limited in number, providing an education of wider scope with specialisation in the two highest classes.

This proposal is set forth in detail in a letter from Mr. Lee (Appendix 1) and certain suggested curricula for the secondary and collegiate schools had been drawn up by Mr. Arden Wood in a note which he had prepared (Appendix 4) though, as explained by the Reverend Dr. Francis, these curricula were not under consideration by this preliminary committee when they made their resolution.

Mr. Arden Wood explained the proposal as follows :—

Employment is not ready for boys at the close of the elementary course; it is therefore necessary that they should go on to some form of secondary education, but the same kind of secondary education cannot be provided for all, because not all boys are capable of profiting from advanced courses, and the expense entailed in collegiate schools will be heavy. Those who can profitably take advantage of it should have the best instruction provided for them. He had found from the returns of the Board of Education and the London County Council that the cost in secondary schools in England was £20 a year per pupil, of which 70 per cent. was expended on salaries. The cost in India might accordingly be put at from Rs. 350 to Rs. 400 per pupil per annum in these so-called collegiate schools. In view of this expense admission must be limited to those who will be able to derive benefit from the course and schools must be protected against pupils who, though they can pay the fees, cannot pass the entrance examination which should be insisted on. This being so a different form of secondary education is necessary for those who are less capable; and

indeed, there is no worse kind of education than that which is above the capacity of the learners ; it affects adversely both the bright and the backward. Moreover the present proposal would obviate the existing practice under which the grading of schools divides education into sections. It would also keep more children at school in the higher classes. Specialisation would not be permitted till the pupils had completed 16 years.

It was admitted by many of those present that this system offered great advantages. Mr. Pakenham Walsh expressed himself as pleased with the scheme and thought that a system of scholarships carrying pupils on to the collegiate school coupled with the fact that parents would be quick to take advantage of them would go far to solve practical difficulties. The Reverend Rocksborough-Smith considered the suggestion advantageous in that it would do away with the present system of truncated schools and would provide for pupils capable of a university course, those fitted for employment in business concerns or in the minor appointments under Government and those who on account of the circumstances of their parents, etc., were limited to manual or other lesser employments. Mr. Lee thought the scheme would remove the great defect—a general ignorance of English,—and would also give a good plain education both in that language and in arithmetic, history and geography. Mr. Hallward was strongly in favour of the classification. We have, he said, some good schools but not one of them is so good as it ought to be. Sir Harcourt Butler remarked that all were agreed as to the need of a sound practical type of education throughout all secondary institutions. The question was, how could this be secured. He expressed himself as unable to discuss the financial side of the question and his inability to give any definite assurance of funds. "We are in earnest in summoning this conference, but Local Governments must work out schemes and the Finance Department must be consulted. In view of the pronouncements made at various times by His Majesty the King and by the Viceroy, you may count upon the fact that a certain amount of money will be given. If we cannot give you all that you want, we shall give you as much as we can. I do not think we can discuss the finances in a big conference like this."

The discussion also turned upon various practical difficulties which the scheme offered.

(i) *Number of pupils.*—The Reverend H. M. Lewis stated that if it was intended to collect some 300 boys in each of these schools sites of sufficient size would not be available in the hills ; but Mr. Williams instanced the Oak Grove School with accommodation, including play-ground, for about 500 boys and girls. Mr. Savage on the other hand said that not even in the Bombay Presidency would they be able to secure 300 pupils to form a single school. It would be preferable to have only one kind of school with two sides in it. The Reverend Father Vander Schueren said that in Calcutta two or three schools actually contained 300 pupils.

(ii) *Curricula.*—Mr. W. Wood wished to know what would be taught in these schools and what openings there would be for the number of pupils who would be likely to pass through the collegiate schools. He feared there would not be employment for them in India. He emphasised the fact that at present the railways found difficulty in securing any large number of recruits with a working knowledge of English sufficient for good shorthand-typing, etc. He also wished to lay stress on improvement not only in teaching but also in tone. The Railway Companies, which had to consider the safety of the public, required truthfulness and honesty of purpose in their employees. These were matters which were of paramount importance irrespective of the type of school. Mr. Pakenham Walsh added that the proposed classification might be awkward in the case of schools such as those at Kalimpong and also of technical schools.

(iii) *Transfer from the preparatory to the two types of secondary schools and from one type of secondary school to another.*—Mr Arden Wood explained that it was intended to admit boys at the age of 12 either to a secondary or to a collegiate school. The curricula in these two types of school would differ but the curriculum in each kind would be the same for all schools of that kind from

the age of 12 to 16. After that there would be specialisation for different professions, etc., up to the age of 18. The kind of school to which a boy would be sent would accordingly be decided when he was 12 years of age, though in special cases a promising boy could be transferred from the secondary to the collegiate school. Some of the members thought that transfer, after the secondary course had once begun, presented difficulties. Mr. de la Fosse suggested the difficulty of commencing Latin at a late stage and the obstacles which would be thrown in the way of transferring pupils from orphanages (which were necessarily cheap schools) to collegiate schools. Mr. Milne urged that these difficulties could be obviated by special coaching as in the case of boys sent to England Another point raised by the Lord Bishop of Lahore was the suitability of the age of 12 for selecting the type of school to which a boy should go Mr. Arden Wood said that in England boys were picked out from the Board Schools at the age of 12. The Reverend Father Kuss, in view of the fact that in India, on account of education being voluntary and for other reasons, so many children begin their schooling later than in Europe, suggested that 14 would be a more suitable age to fix for the transfer of pupils. Mr. de la Fosse said that at a recent conference in United Provinces 14 had been suggested as a proper age for bifurcation in Indian schools. Sir Harcourt Butler pointed out that the majority of opinion appeared to be that the decision could not take place until about the age of 14 or 15. If this were admitted the scheme fell to the ground. Mr. Lee argued that the curricula in Mr. Arden Wood's note were not an essential part of the scheme and that transfer at the age of 12 was not necessarily involved. Dr. Francis added that though he approved the curricula they were not before the committee when the resolution was passed and their acceptance of the resolution had not depended upon a scheme which had been worked out by Mr. Arden Wood personally. Mr. Milne suggested that children in this country develop rapidly and would display their abilities at the age of 12.

(iv) *Danger of too high a standard.*—Mr. Walter Wood said that being in the position of those who possessed only a candle they were in danger of thinking about electric light without having tried the efficacy of a kerosine oil lamp. "We must not despise the kerosine oil lamp I think that for the bulk of the community the kind of school called collegiate in the scheme is too high an ideal. The practical needs of the employer would be met by the lower secondary schools in the proposals. These institutions would afford a good all-round education, would give the pupils a sporting chance of getting on and would not take them away to a great distance from their homes. I have not touched on the financial side but I fear this is the snag on which the scheme will come to grief. Bombay is not an unimportant Presidency, but even there you can't get a school of 300 pupils. The existing facilities outside the large centres are not satisfactory. We may pass endless resolutions regarding compulsion and financial assistance but they will be useless if we cannot get money. Again, we have to look at what the employer wants. We want good brains but no high flights of education. Railways are business concerns, not philanthropic institutions." The Honourable Mr. Prior said that we must not focus attention too much on higher schools. It is much more important to have the bulk of the lower type schools developed and improved. Mr. Lee said that there would not be many collegiate schools. Dr. Graham remarked that every one was trying to do the same thing and hence it was not being well done.

(v) *Distinction between secondary and collegiate schools.*—Dr. Bourne suggested that the present proposal appeared to be an attempt to make rigid a system which already existed in a more elastic form in Madras. There alternative curricula had been drawn up by the department and were suggested for the use of schools but not forced upon them. The school authorities were invited to frame syllabuses on similar lines and submit them for approval. Some of the high schools prepared pupils for the university or for the liberal professions; others for technical training for commercial or industrial careers or for work in certain departments of Government; middle schools prepared pupils for professions which did not require a high school course. He considered this scheme had been a success, and that transfers had given no difficulty. The Reverend Father Kuss also considered the Madras system to be on the right lines and practical. He said it was all very well to legislate

for the peculiar kind of higher education apparently contemplated in the proposal. But the urgent needs of the vast majority of the boys must also be considered. They had to earn their living on railways, in workshops, mines, commercial firms, Government telegraph department, etc., where this very high education is neither demanded nor necessary. Hence arose a difficulty in the scheme as the preparatory schools could not be regarded as final. The Reverend Father Flink expressed himself as in agreement with Messrs. de la Fosse and Savage as to the difficulties arising from the size of schools and also as regards bifurcation at too early an age. He would therefore prefer to see the same institution possessing a higher side and also a commercial side, rather than isolated institutions. Father Vander Schueren while admitting the excellence of the scheme in theory, since it tended to force a boy into higher secondary education, feared that in practice there would be difficulty. Particularly intelligent boys can catch up when transferred from the lower to the higher type of secondary school; but under this proposal the numbers so transferred would be increased and the teacher would have to deal with the average bright boy. Would the schools grade themselves or did Mr. Arden Wood mean that Government would do this? The proposal was an ideal, but having regard to existing institutions it would be unworkable. In Calcutta they had heard that two or three collegiate schools of adequate size were possible, but not in Bombay. If not in Bombay, then where else? He admitted that the separation would greatly improve the education of the more intelligent boys and the less intelligent would have the benefit of a more complete curriculum. In conclusion he pointed out that the parent who could pay would not send his boy to a lower secondary school (a point which was also made by Mr. Rocksborough-Smith); and in view of the differing conditions of provinces he suggested sub-committees. As regards these difficulties, Dr. Bourne explained that the Madras system gave freedom as to curricula but not as to standard. After consultation with the school authorities a little pressure had sometimes to be used.

The Reverend Father Kuss said that what the majority of the domiciled community needed were really good and efficient secondary schools. Many boys got railway and similar employ, some enlisted, only a few really worked up to a higher grade. He gave some information regarding the curriculum particularly in regard to Latin, which he was now abolishing, and introducing Urdu. He found the boys preferred it and could assimilate it. He regretted that so many boys were anxious to leave school at about 15 or 16 years, because their parents wanted them to get employment, though in most cases, when they left, they loitered about at home for a year or two before succeeding. Mr. Arden Wood objected that there was no suitable employment for boys below the age of 17 or 18. Members of Chambers of Commerce, etc., said that those who left earlier impressed them only by their gross ignorance. Mr. Pakenham Walsh said that the Madras system was as had been described only in theory. In practice most schools declared themselves to be collegiate; that was only human. So the difficulty apprehended existed already in Madras, the schools being of high grade but filled with unfit boys. It would be necessary to be somewhat radical and drastic and to have machinery for getting rid of unfit boys. There would have to be a searching examination for entrance into collegiate schools. Mr Sharp said that he did not lay much stress on the difficulty of transfer. There were ample arrangements for this in certain of the schools of Prussia and the arrangements were said to work well. The main difficulty was that there was an already existing system. To draw the distinction between secondary and collegiate schools would involve a rigid control by Government utterly opposed to the characteristics of this organisation. If schools were thus to be precisely classified the present system would break up.

2nd day, Tuesday, 23rd July 1912. The discussion on this subject was continued the next day, when the Honourable Mr. Syed Ali Imam was present by invitation and made sympathetic remarks regarding the object of the Conference.

Sir Harcourt Butler suggested a resolution urging the improvement of secondary education, but leaving wide scope for effecting it either through the organization suggested by the Calcutta Committee, by schools with classical and modern sides, or by other means.

Mr. Pakenham Walsh agreed with the first part of this suggestion but pointed out that if option were left to each Province as regards method, confusion would become worse confounded. It would be better for all India to agree on a less perfect system, than for some parts to adopt one and others another system of high school education. Provinces which were not allowed to have collegiate schools would be at a distinct disadvantage in comparison with provinces that had such schools. He and other representatives had been considering how the Calcutta proposal would work out in different provinces and they thought that 17 collegiate schools would probably suffice for India, distributed as follows :—

	Roman Catholic.	Protestant.
Bengal	2	2
Madras	2	1
Bombay	1	1
United Provinces	2	2
Punjab	1	1
Burma	1	1

This was a rough calculation, but if the distinction between collegiate and secondary schools were adopted an excellent education could be secured for the better boys and a good plain education for those who would enter clerkships, etc. If all India acted together in the matter there would be strength enough to carry out such a plan, which would of necessity require pressure being put on existing schools to bring them into line, but if each Province acted independently it would be the old fable of the bundle of sticks, the faggots would be broken one by one.

Mr. Madge stated that there was a strong desire for a single code for European education throughout India, which would obviate the confusion feared.

Mr. Lee suggested that perhaps it had been a mistake in the resolution to call schools secondary. It was intended to retain all the existing high schools as such, and to add a higher kind of school. It would be a mistake to graft this higher education on to existing schools; the cost would be prohibitive. The average high school was cheaper than the type of school described as collegiate schools. Mr. Wood has estimated the cost of a collegiate school at Rs. 400 per student. As the average secondary school contains not more than 150 pupils it would cost not less than Rs. 800 per pupil if in any school education of this type is grafted on to the ordinary type of education. If an attempt is made to do it more cheaply the schools would be inefficient. It would pay Government better to spend money on a few higher schools.

The Lord Bishop of Bombay disagreed with Mr. Sharp's statement of yesterday that the present proposal would upset the whole system. This suggested that it was intended to put everything into the melting-pot—a fallacy which had run through the whole debate. All that was really proposed was that the present schools should slightly alter their curricula so as to become more practical and that a few should specialise in preparing for a collegiate course. Referring to a statement made by Mr. Madge that there was a strong desire for a single code throughout India, he realised the position of Local Governments and had heard the word decentralisation before, but we must consider the case of Tommy and Mary whose parents were frequently transferred from one station to another and who, if they could not go on from school to school without a break, would have their careers wrecked.

Mr. Walter Wood pursuing the same subject said,—"I wish to confirm the difficulties of Tommy and Mary. If option of method is to be permitted in provinces then differences in system will arise. The railway staff are constantly being transferred. I realise acutely that when such transfers are made all the benefits we are striving for here will be wasted if the children find a different system. If, therefore, there are to be collegiate schools the curriculum should be the same throughout. I also support differentiation in the higher classes; but while in favour of a better type of secondary education I specially recommend

good practical courses for the majority. This second point is the kernel of the nut and the first consideration should not be permitted to prejudice it. I should prefer two resolutions on these two matters."

At this point Mr. Pakenham Walsh suggested certain amendments. Dr. Bourne, continuing the discussion, failed to see why so much stress was laid upon the position of the local Governments. He agreed with what the Lord Bishop had said regarding uniformity; but the business of the Local Governments was to supply money. As to the details of organization, perhaps the local Governments would be willing to leave the matter in the hands of an All-India Committee.

Sir Harcourt Butler remarked that the condition of Tommy and Mary was not so precarious since the codes are generally much the same; but as regards distinction between high schools he referred to the experience in Madras and to what he himself had found in Bangalore. If Mr. Pakenham Walsh's school were to be classed as a practical school and another as a collegiate institution only Government could do this, and by bringing pressure to bear. Mr. Pakenham Walsh instanced the pressure which at the time of the reform of the universities, Government had had to bring upon colleges. He also deprecated the idea that in a matter like this managers would be swayed by motives of fictitious prestige. He did not consider the one type of school really higher than the other. The collegiate schools might be more expensive but the others would be meeting the needs of the bulk of the population The distinction would be made in accordance with the advantages to be secured for the bulk of the community for whose sake they were working.

The resolution as amended by Mr Pakenham Walsh (with slight subsequent modifications) was then taken up in three parts. The first part, to the following effect, was passed by 28 against 1 :—

Resolution.—The Conference recommend to the attention of Government that—

(*i*) the great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum, such as is referred to in the resolutions of the Calcutta Committee as "secondary".

Mr. Küchler suggested the addition of the words "where this is necessary", pointing out that in Bengal great pains had already been taken to improve the course. He did not desire to upset the resolution which had already been passed; but if the wording did not indicate that change was necessary he failed to appreciate its meaning. Sir Harcourt Butler suggested that the use of the word curriculum was perhaps not very fortunate One might have curricula on paper; but what was apparently wanted was a more practical and modern system of education in practice. All that the resolution implied was that the courses whether those existent or such as might hereafter be framed should be handled in a more practical manner.

The part of the resolution dealing with collegiate schools was then discussed under the following heads which had been largely covered by yesterday's debate :—

(*a*) Number of schools :—Mr. de la Fosse said he knew of at least three schools in the United Provinces which could teach up to the collegiate standard and others would soon be fit to work up to it, given time and money. He would be sorry to see their efforts stifled. On the other hand Messrs. Prior and Covernton said that no schools in Bombay and Burma were fit for this grade; Government would have to found them.

(*b*) Early bifurcation :—Mr. de la Fosse urged that there was danger in labelling children as dull or bright at the age of 12. The very teacher who had done this might like to see his decision revised later. The proposed scheme would break the educational gauge too soon. The position of the parent had also to be considered. Would he allow his boy to be thus designated a dullard? If he were willing to pay in order that his child might have the best education available he would readily risk the contingency of the child not making the best

use of it. Moreover Tommy and Mary would suffer just as much under the proposed scheme, *e.g.*, if Tommy were studying at a collegiate school and his parents were transferred to a place where there was no such institution. Mr. Williams added that the preparatory school could not at present be regarded as satisfactory and its teachers would hardly be competent to settle the child's future. Sir Harcourt Butler remarked that it was not so much a question between the dullard and the bright boy but rather between a practical and a classical course—between the *Realschule* and the *Gymnasium*.

(*c*) Transfer at later stage from the secondary to the collegiate school :—Father Flink raised the difficulty that transfer might be impossible save at the first standard. Mr. Madge thought it would allay apprehension if he stated that in the Calcutta Committee it was realised that a bright boy ought never to be stopped from going from any one to any higher stage. Sir Harcourt Butler said it was impossible to deal with details at this stage Endless difficulties could always be urged against a new proposal half of which disappeared when the proposal came to be realised. He understood that the main object of the Calcutta Committee was that which the Education Commission of 1882 had recommended for Indian schools—the establishment of a modern course.

(*d*) Remuneration of teachers :—Father Kuss said that in the modern side schools the work of the teachers would be just as hard as in the classical schools, perhaps harder, and probably their remuneration would be less

Sir Harcourt Butler said that the modern side school would probably prove the more expensive of the two. As to Mr. Arden Wood's anticipated scale of expenditure there was nothing about that in the resolution—only in the debate.

(*e*) Encroachment on collegiate courses :—Mr. Küchler asked for information. Had it been clearly laid down that the so-called collegiate school was in reality a school ? If it overlapped university courses he opposed the resolution. Nor was this the proper place for such a proposal. Mr. Arden Wood assured him that the proposed institutions would not encroach on University courses. But Mr. Spence pointed out that this statement was contradicted by Resolution V, 3, of the Calcutta Committee where it was proposed that the leaving certificate of collegiate schools should confer exemption from the Intermediate examination of Indian universities. He also raised the point that the collegiate schools had been spoken of as classical whereas in the curricula appended to Mr. Arden Wood's note science was included. Mr. Arden Wood explained that such a school might offer science ; and on the main question the Lord Bishop of Bombay asked why the school course should not cover a part of the university course. He instanced as a parallel the fact that in England a boy on leaving a good public school could immediately take a first in Classical Moderations at Oxford. Mr. Küchler urged against this that no school course could exempt from a period of university study. Mr. Arden Wood urged that if the schools were as good as was hoped they would be able to work boys up to the intermediate stage and it would be needless to throw them back to the beginning of the university course. Even now the Calcutta Code exempted those who took honours from two years of college study. Mr. Küchler corrected that it exempted from only one year. Sir Harcourt Butler said that Mr. Küchler had rightly raised the point as a safeguard against the establishment of second grade colleges and it was clear that the proposed collegiate schools were not to be second grade colleges.

The second part of the resolution was carried by 25 against 5.

Resolution.—(*ii*) Besides these schools, a few schools are required with a curriculum leading to the universities and liberal professions, to be called " Collegiate Schools ", but to be schools and not colleges.

In the final part of his amendment Mr. Pakenham Walsh had suggested that the total number of collegiate schools would probably not exceed 20 and that local Governments should be invited to determine what schools should undertake this duty. The Lord Bishop of Lahore asked if there were any figures to justify such a number ; and Father Van der Schueren stated that in Bengal there were three Roman Catholic schools fit for this grade. Mr. Walter Wood also

objected that the Resolution in its present form appeared to necessitate the establishment of schools managed by the local Government.

The resolution was accordingly amended and passed *nem con* in the following form :—

Resolution —(*iii*) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded.

Mr. Küchler desired to raise a point with reference to the resolutions just carried. How far would they prejudice the existence of elementary and higher elementary schools? Much had been done to improve these institutions; and Captain Julian Clifford, an authority on the subject, had declared the latter to be a very satisfactory type of school and had said that parents would do well to take more advantage of them. Mr. Arden Wood replied that the feeling was strong that there was no place in the domiciled community for elementary education. They would like to see elementary education merged in the lower secondary. A boy who stops his education after the primary stage idles his time away since he cannot be employed before 17 years of age. Mr. Küchler objected that the higher elementary course carries the boy on to his seventeenth year. Sir Harcourt Butler pointed out that in his Quinquennial Review Mr. Orange calculated that 25,000 children were already in secondary schools and only 4,000 in primary schools. The only point at issue was that Mr. Arden Wood wished to emphasise the fact that preparatory education naturally leads on to secondary, while Mr. Küchler was anxious to show that boys could remain in higher elementary schools till they were of an age when they could be employed. There was room for both views.

THE BREAKING DOWN OF ILLITERACY.

Sir Harcourt Butler drew attention to the fact that there are according to the best calculation available, some 7,000 children of the domiciled community who are receiving no education. He had been informed by Father Van der Schueren that there had been quite recently 134 applicants for 5 vacancies in a Roman Catholic Orphanage. An extension of the principle of free education would go far to remedy this; but apart from that extension and from the giving of more liberal grants what were the methods suggested for breaking down this amount of illiteracy?

(*a*) Orphanages.—Mr. Hallward suggested the provision of free boarding schools or orphanages. Hundreds of children in Calcutta were being fed with a view to keeping them at school. But even if they could be kept at the day schools the influences in their homes (which were no homes) undid any good they received. These orphanages should, where necessary, be Government institutions. Father Vander Schueren, while agreeing with the need for orphanages, urged that the men best qualified to bring the children to school were the priests of the various denominations who should receive aid from Government. Mr. Hallward explained that that he only suggested that Government step in where religious bodies could not cope with the difficulty.

(*b*) Extension and modification of paragraphs 40 and 41 of the Code :— Father Flink said that he and his colleagues had been drawing up certain suggestions which would be printed (Appendix 19). They were briefly as follows :—

(*i*) The word "destitute" should be more widely interpreted.

(*ii*) Rs. 10 should be given in place of Rs. 8, a proposal in which Mr. Wright joined.

(*iii*) There should be no limit to the numbers admitted.

(*iv*) The grant should be extended beyond the standards mentioned in article 41 (*c*).

He added that there should be free day schools by extending the grant of Rs. 3 in fee payment of poor day scholars allowed in the Bombay Code to the whole of India and Burma and apprentice homes where boys could go on leaving school.

The Reverend Father Norman stated the difficulties which he felt in practice under the Code as it stood. The grant was not given to boys over 16 or beyond standard 7 ; but boys often entered the orphanage late, at the age of 9, and at the age of 16 they might still be in the third or fourth standard. Whatever might be the case elsewhere in Upper India the only employment open to a boy of 16 is in the shops where it is demanded that he have passed the 6th or 7th standard. The result is the boys have to be kept on to a higher standard without any grant. Mr. Lee confirmed these remarks and said that even in Calcutta there was no employment for boys who had passed only a low standard. Mr. Savage also agreed as to the inefficiency of the grant and the undersirability of limiting the age to 16 years, whereas workshops offered no mp oy ment save to those of 17 or 18. Girls too should continue receiving grants till they had passed the 7th standard. The actual cost of the maintenance of an orphan might be Rs. 18 or Rs. 25. Father Kuss, as indicating a cause of non-attending school on the part of domiciled children instanced a family at Bellary the children of which could get no education because the father was in debt and being unable to pay arrears of school fees could get no transfer certificates. Though the code transfer rules, as *e g.*, in the Madras Code, Cap. VII, are framed, and properly so, to protect schools, in practice, he feared they penalize not the defaulting parents, but the innocent children.

(*c*) Extension of paragraph 42 of the Code :—Mr. Wright said that in the Punjab Deputy Commissioners are being addressed with a view to the making of a census of children in their districts showing whether they attended school or not. Thus they hoped to bring all the children to school ; and the application of paragraph 42 had lately been considerably extended, no deserving case being refused. Mr. Rocksborough-Smith added that there were boys in isolated places who could get no education in European schools and whose parents could not afford to send them to boarding institutions. Mr. Madge said that orphanages alone would not suffice. There were many self-respecting persons in reduced circumstances who would gladly pay some part of fees ; all classes of children ought to be helped. Father Vander Schueren agreed with this and added that there was also a demand for low fee boarding schools like that at St. Michael's at Coorji. Dr. Francis warned the Conference that it was necessary to keep in sight the proposition made by the President, namely, that those should be brought to school who are not at school. He was sensible of the good work done by the priests of various denominations ; but notwithstanding their zeal many children still remained illiterate. It was necessary to consider what could be done at once, even before the Government Code could be revised.

(*d*) Industrial or agricultural education and settlements :—Mr. Pakenham Walsh, urging that this touched the most important part in the problem of the Anglo-Indian community, *viz.*, the uplifting of the 'submerged tenth', said that under existing circumstances employment was open only to those who had had a complete education, which the free boarding school often does not give. There was the greatest difficulty in finding employment for the boys who left these poor schools. It was necessary to get the children away from their surroundings to places like Kalimpong where they could have industrial as well as literary education and might pass on to agricultural settlements, etc. Mr. Gillan said that Government was in the best position for giving industrial training in hill institutions whence boys might pass to the Cossipore Gun Carriage Factory, to Ishapore, Dum Dum, Cawnpore or the Hoogly Jute Mills. Father Vander Schueren did not understand why such schools should be Government institutions. Such might not be acceptable to Roman Catholics and Kalimpong was a good instance of a private institution.

(*e*) Hostels or apprentice homes :—Mr. McClain said that the Young Men's Christian Association were planting hostels in the cities to look after boys just out of school till they could secure wages sufficient to pay for board and lodging. He said an education of character training value was wanted such as would be secured through industrial or agricultural courses, or of the type of work now being done at Kalimpong, and quoted an instance of the unsatisfactory nature of apprentices. This was strongly refuted by Mr. Abbott who, as the result of

twenty years' experience, gave his apprentices the highest character for hard work under trying circumstances.

In conclusion Mr. Hallward said that the Bengal Code specified the age of eighteen as that up to which the grant could be continued and it would be well to put this definitely. Mr. Sanderson advocated hill orphanages on the score of health. Sir Harcourt Butler with reference to Father Vander Schueren's remarks at the end of (*d*) said that Government had no intention of changing its policy and would not establish an institution of its own if it could find a good aided institution. It was the policy of Government to depend on private effort save in exceptional cases and where institutions were founded as models.

The general sense of the Conference was expressed as follows:—

(i) That in order to break down illiteracy and meet the needs of the poorer members of the community free and low-fee boarding schools should be encouraged by more liberal grants, the grants continued till the pupils reached the age of 18 as was already the case in some provinces, and that arrangements should be made, where possible, to attach destitute children to practical pursuits, agricultural and industrial on the lines of Kalimpong and efforts made to get them apprenticed in Government factories, firms, the mints, etc., and further that fee grants should be given as in Bombay to day schools throughout India.

(ii) That the state of the poorer members of the domiciled community in Calcutta and Madras calls for specially urgent attention.

Sir Harcourt Butler said he would ask Colonel Atkinson to prepare a note as to the openings for the domiciled community in industrial concerns. (See Appendix 27.)

THE REMUNERATION OF TEACHERS.

Sir Harcourt Butler said the remuneration of teachers and their training were among the most vital points they had to discuss He drew attention to the recommendations of Mr. Pope's Committee and of the Hill Schools Committee.

Mr. Madge considered the scale must be compared with that obtainable in other forms of employment. But Mr. Walter Wood, while admitting that the pay of teachers required raising, urged that a caution must be added as regards board, lodging, etc. It was found that this consideration applied to the different scales suggested in their notes (Appendices 23 and 6) by Mr. Busher (which he said was the result of experience, had Mr. Sanderson's approval and had given satisfaction) and by Mr. Arden Wood. The former was intended to be given invariably with free board, lodging, etc.; in the latter, the addition of these would depend on circumstances.

Mr. Savage said that in Bombay classes up to the 4th standard were generally taught by women. In that city a woman could live on Rs. 75 a month; and that left very little over. Previously it was possible to obtain women at lower salary in Bombay. But now it was no longer possible, as they had more employment open to them. If we could afford Rs. 75, we should do. As to men, we start teachers of the higher classes on £10 a month *plus* board (and this latter he had to give out of his own pocket). Men of the domiciled community could not be induced to take up teaching.

Mr. Pakenham Walsh declared it was impossible to lay down a scale and insist on it. All he could suggest was that training schools should fix minima. He had recently advertised for a comparatively low-paid post for an English Board trained teacher and had received forty applications several of which were excellent.

Mr. Arden Wood said that he gave fixed salaries of Rs. 150 a month with a bonus to which the teacher contributed 10 per cent of his pay to men trained in India. He received numbers of applications, but most of them were quite impossible. He could insist on no standard qualifications and had to take the best he could get. He might be able to keep such a teacher two or three years; then he frequently left for better pay or better prospects. It would be better if he could offer an increment, so as to bring their pay to Rs. 300 after 15 years; the bonus would then come to Rs. 23,000 after 25 years. As to men imported from England, he was offering them Rs. 300 a month and free quarters. This might be taken as equivalent to £150 in England with board and lodging; since anybody could secure

that at home, why should they choose to come out to India? He was advised that Rs. 400 would prove attractive; and the attraction would be greatly enhanced if there were increments up to Rs. 650 in 15 years; this would mean a bonus of over half a lakh after 25 years. Mr. Lee observed that merchants in Calcutta brought out men on Rs. 300 with annual increments of Rs. 50 per month. Mr. Madge said that the men from Oxford and Cambridge brought out to St. Paul's School, Darjeeling, soon left though they had the advantage of a hill climate.

Mr. Wright referred to the salaries now being paid at Bishop Cotton School, Simla :—

English Graduates Rs. 250—25—500.

English trained teachers Rs. 170—13—300.

India trained teachers Rs. 100—10—300, or increments of Rs. 13 in the case of graduates of Indian universities. The increments commence after five years. In all cases free board and lodging are also given. These terms are found fairly satisfactory, though they are not over generous. The men are brought out from England for three years. Some leave. There is a proposal to let the increments begin after two years. The effect of the Sanawar Training class and the liberality of Government in the matter of staff grants has been to raise salaries considerably. The present desiderata are annual increments and the institution of provident funds. There is a proposal about the latter. Men trained at Sanawar can count on Rs. 100 at least as initial pay. Those who have passed the Intermediate or B.A. of an Indian university, can command initial salaries of Rs. 140 to Rs. 200; and two such graduates were lately appointed on Rs. 300 and Rs. 400 respectively. He instanced also the headmaster of the Lahore Boys' High School recently appointed on Rs. 350—10—400 with an excellent house. As to lady teachers, they can easily obtain Rs. 80 with board and lodging. Some assistant mistresses get as much as Rs. 140 with board and lodging. There is now a good body of lady teachers in the Punjab. The St. Hilda's Society and the nuns of convents render great help; they work on nominal or no salaries, government giving small subsistence allowances.

Mr. Covernton remarked that the scales suggested by Mr. Pope's and the Hill Schools Committees applied to aided schools. Things had much improved in the government schools in Burma. No teacher received less than Rs. 100 initial salary; one Cambridge graduate had begun on Rs. 700 and a house. As to the system of aid it rested on a basis of salary grants—according to the scale at which government expected managers to pay the teachers. These rates were, of course, not always adhered to; and another trouble was that the half-salary grants had in some cases been reduced to three-eighths-salary grants. Even so, many managers thought this pay too high for the type of man they could secure. The answer was they should get better men and not confine their recruitment to Burma. Mr. Rocksborough-Smith said his Board of Governors was generally satisfied with the scale just described by Mr. Covernton. But they thought the initial pay of men should be higher than Rs. 80 even in the primary school, and that the rates were mainly deficient for those brought out from England—of whom the Governors thought they should import more. Men will not stop on Rs. 300 to Rs. 400 with furnished rooms. They find it pleasant enough for two or three years; then they get tired of it.

Mr. Hallward agreed with Mr. Arden Wood as to the terms necessary to obtain men from England and keep them. Even in the hills, men would not remain content with Rs. 300. At St. Paul's School, Darjeeling, the teachers received Rs. 350 and free rooms, and perhaps some increment, arbitrarily given. Yet it was rare to find a man who had been there more than 5 years. The initial pay should be Rs. 400; and they should receive increments. But he could not agree with Mr. Arden Wood's suggestions for teachers trained in India. Women teachers who pass through the training at Kurseong can command from Rs. 100 to Rs. 150, often with board and lodging. They should commence on not less than Rs. 100.

Mr. Sanderson said the main point was the increment. He had taken part in the training of many hundreds of teachers and had been a teacher himself, and he knew from experience that men could not be kept contented on fixed pay.

As to the market-value and Mr. Busher's remarks, there were thousands of teachers unemployed in England who would come out for Rs. 150 and less. But these would not do for India. Dr. Graham said he could bring out men trained in Scotland on £120 rising to £150 with board and lodging. As regards the statistics of pay supplied from provinces it was pointed out that in some instances they included others than members, of the teaching staff :— *e.g.*, the cost of salaries for the Bourdillon school was put down as Rs. 35,517 ; but the teaching staff cost only Rs. 19,692.

Sir Harcourt Butler while pointing out that the discussion shewed the difficulty of fixing rates, put the following resolution, the first two parts of which were carried *nem con.*

Resolution.—The Conference recommend that :—

(i) Salaries of teachers need to be raised, teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years, generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds.

(*ii*) The Government be urged to make grants to these ends.

Sir Harcourt Butler said it had been represented that special rates of fees or exemption should be permitted in the case of children of teachers reading in the schools where their parents were employed. Mr. de la Fosse said they were admitted at half rates in schools for Indians in the United Provinces. Mr. Covernton said the proposal had been made but the Burma Government was not sympathetic. Mr. Pakenham Walsh stated they were given free tuition by the management in his school. Mr. Walter Wood said it was like giving railway employees special rates over lines. The following resolution was carried by 26 against 7 :—

Resolution:—(*iii*) Free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

3rd day, Wednesday, 24th July 1912.

At the commencement of the next day's sitting, Dr. Bourne stated, with reference to the previous day's resolutions, that in the Madras Presidency two schools offer higher courses and thirteen lower courses of the practical character referred to as secondary by the Calcutta Committee. Information is not complete about others and some schools offer mixed curricula. A committee which was revising curricula recommended the abolition of different types.

THE TRAINING OF MALE TEACHERS.

Sir Harcourt Butler said that this was a most important matter and asked Mr. Sanderson to state his views.

Mr. Sanderson first called attention to paragraph 8 of Mr. Milsted's note (Appendix 10). This paragraph had been interpreted as referring to Sanawar but if so applied it would be a serious misstatement. It had done harm to Sanawar.

He said that it was necessary to go slowly with training. In England they had gone too fast and had flooded the market. India required only 20 trained teachers a year at the present time

He invited the opinion of the Conference on the two following points :—

(*i*) The institution of pupil teacher centres.

(*ii*) A post-graduate course for teachers.

1. Institution of pupil-teacher centres: Mr. Sanderson explained that though Sanawar obtained a number of good men, some of the material was poor and hence the College had been blamed for its results. Expert opinion was in favour of pupil teachers ; in 1908 the Board of Education advised that teachers without experience as pupil teachers should put in three months' teaching in their first year. Dr. Graham read an opinion he had received from a headmaster which stated that the system would be an advantage in staff organization and in helping

on backward children and recommended that the pupil teacher should pass the Junior Cambridge local half way through his course and the senior at the end of it, the latter test serving to admit to the training college. He himself had been brought up in a Scottish school containing pupil teachers and many thought the system of those days better than the present. A good pupil teacher working with a regular teacher might obviate the necessity of doubling a class. Father Vander Schueren found that heads of institutions were in favour of the system since it prevented inferior men from being sent to training colleges. Mr. Walter Wood pointed out that there were many small schools which had difficulty in obtaining suitable teachers on reasonable rates of pay. The system advocated seemed a good one for such schools.

On the other hand it was argued by Mr. Rocksborough-Smith and others that the scheme had been rejected in England as a bad one It was particularly unsuitable for India where the pupil teacher would be too tired after his day's work in the classes to carry on his own studies efficiently and Mr Arden Wood asked why all the training should not be left to the special institutions.

The experience of the Directors and others was invited.

Madras.—Dr. Bourne said that if a probationary apprentice system was intended he was in favour of it.

Bombay.—Mr. Prior said there was no Government school for training European teachers. They first passed their examination of general proficiency. They then studied at home or in training classes for their professional career, and after a year's practical work were examined and received their certificates if found fit.

Bengal.—Mr. Küchler said that the proposed system was really an apprentice system, not one of pupil teachers. He considered that if the teachers had to work for general examination the strain would be too great. They should first pass the Intermediate examination, should then take up probationary teacherships in addition to the regular staff, and finally, if found suitable, be sent to a training college.

United Provinces—Mr. de la Fosse said that the All-Saints Diocesan Institution at one time let their girls go in for the Intermediate examination at the end of their training course after studying for both simultaneously. It was found that the girls were over-burdened with work and they are overstrained. What was wanted was a test before pupils were permitted to enter Sanawar. Some schools were adopting this system of selection, and it was being encouraged under the code.

Punjab.—Mr. Wright stated that previously there had been a pupil teacher system but no special facilities for further training in a training college for teachers. Owing to the insufficiency of the system many pupils who might have made useful teachers had been lost.

Burma.—Mr. Covernton said that his experience coincided with that of Mr. de la Fosse. An attempt had been made to let pupils study for the intermediate examination during the period of their training Such success as this system had achieved had been confined to Government schools and was due to the personality and untiring perseverance of the Inspector In aided schools, however, where Mr. Wedderspoon had been unable to give the same personal attention the system had broken down, especially in the case of girls A conference held last June in Mandalay had advocated a system under which, after the completion of general education, the pupil would put in one or two years' professional course This was the main point and the Educational Syndicate had endorsed the opinion of this committee. He added that if the system were strictly an apprentice system it might be tried in a few selected schools.

Mr. Hallward was not in favour of pupil teachers as generally understood, but he also thought the apprentice system worth trying experimentally in a few schools provided the staff were not cut down.

Mr. Chapman said he had undergone a five years' apprenticeship during which he had to commence work at 6 A.M. and teach for very long hours. Each

apprentice began with the lowest class and gradually worked up through the school; then they went to college. After that they had two more years apprenticeship. Finally they received or were refused their certificates.

It was felt that the question largely turned on what was done in Mr. Busher's school, since Mr. Sanderson had the pupils of this school largely in his mind when he made his suggestion. Mr. Busher explained that it was his custom to get promising boys who had passed the Intermediate or an equivalent examination to take up teaching in school. He kept an eye on them and after they had taught successfully for two, three or even four years, he recommended them for a course of training at Sanawar. He never regarded them as pupil teachers in the technical sense of the word but rather as apprentice teachers who were always paid and were in addition to the regular staff.

This explanation grouped the discussion round the respective merits of a pupil teacher system and an apprentice teacher system. Two main questions arose :

(*i*) Can a teacher carry on his course of study while teaching ? It was asked who would teach him ? Mr. Sanderson suggested the headmaster would do this. Mr. Prior answered that such a system would affect permanent grants. Mr. Pakenham Walsh suggested that under the Calcutta University the teacher need not attend lectures for the Intermediate examination but that in Madras and some other universities this was not permitted, and so such a system of pupil teachers would not work. Mr. Küchler explained that this was so if he were a teacher of three years standing, and he could not along with other work get through the course in less than three years. Others pointed out that the Regulations of the Madras and Bombay Universities made no such provision. Mr. Spence suggested an entrance examination to training colleges in lieu of, and easier than the Intermediate; and when it was suggested that the university would not permit them to proceed to the university teaching courses on such an admission test, further proposed that the courses should not be those of the university with the result that the universities would have nothing to say to the matter. Mr. Hallward remarked that the difficulties could easily be got over if the Cambridge Senior Local were taken since that examination would be passed without joining a college.

(*ii*) Can an apprentice teach efficiently before he has finished his education and been trained? Mr. Pakenham Walsh said the system could be worked only at the expense of the classes and Mr. Abbot asked how it was proposed to protect the material these apprentices would practise upon. Mr. Sanderson urged that the apprentice would at least not be worse than a number of the existing teachers. Turning to the question who would supervise their work, he said the headmaster would do this; and Mr. Manley suggested that it all rested with the headmaster; if he could supervise then apprentice teachers could be utilised and it was a practical necessity to put some untrained men on the staff under existing circumstances. Mr. Covernton objected that the class teacher would expect rather to get help from than to give help to the assistant. There was now a tendency to distinguish between headmasters who taught and principals who did but little teaching. Headmasters could give but little time to organisation, etc. Where principals did not exist there would be difficulty.

Mr Arden Wood suggested a supplementary point—whether the system was intended to apply to other than elementary teachers. If so he would oppose it; but if it were merely a system of selection he thought it reasonable and that it fitted in with the suggestions of the previous day.

At the close of this discussion the votes of the members were taken upon the two systems. Only one member voted in favour of pupil teachers while a trial of the apprentice teacher system was generally approved.

Sir Harcourt Butler suggested that in the results which Mr. Busher had obtained and Mr. Sanderson had approved there seemed to be experience to serve as the basis of an experiment. The general sense of the Conference was summed up as follows :—

The Conference were generally of opinion that there were great difficulties in the way of introducing a pupil-teacher system as a method of selecting young

men for the training college. They thought that as a system of selection for entrance into the training college apprentice teachers might be tried at once experimentally in selected schools during a period of probation provided that adequate arrangements were made for instruction and supervision and provided that the staff of the selected schools was not reduced.

2. The provision of higher training facilities: Sir Harcourt Butler opened the question whether a second training college was required in India. He recalled the history of the question. In 1904 Government had decided to establish a training college, probably at Allahabad; but there had been difficulties and instead of that a class had been attached to Sanawar, where 20 stipends each of Rs. 40 were given. The discussion proceeded on the following lines:—

(*a*) *Sufficiency of numbers.*—If Mr. Sanderson's assertion were correct that India could absorb only 20 trained teachers a year then a second institution would not be required. But Sir Harcourt Butler pointed out that there were at present 1,580 untrained teachers in India. (Certain members pointed out that in the returns some teachers who were really trained were put down as untrained.) Even apart from the lee-way which had to be made up, Sir Harcourt Butler could not believe that only twenty teachers a year were required. Besides, if salaries were raised and if, as was recommended by some of the members, men were to a considerable extent substituted for lady teachers, the demand for trained men and for training would be increased. Also, the 7,000 additional children had to be considered, whom it was now proposed to educate. Mr. Sharp, taking these matters into consideration and basing his calculation on an annual wastage of 5 per cent, thought that probably 50 male teachers trained in this country would be annually required; but the data were wanting for distinguishing fully between secondary and elementary teachers and the Lord Bishop of Lahore suggested a sub-committee to consider this question.

(*b*) *Lady teachers.*—Mr. Rocksborough-Smith said the proportion of male teachers would probably be increased when the profession had been made more attractive. The Bishop of Bombay said that the Church of England schools in India had only 117 male teachers against 407 ladies. The question of training ladies was so important that it should be separately taken up.

(*c*) *Location.*—Dr. Bourne suggested that if there were a second training college it should be in the South perhaps at Bangalore, which being in no province was in a particularly favourable position to receive an Imperial grant. Mr. Pakenham Walsh said the North and South were separated. Boys in the South know nothing about Sanawar but might be expected to go to Bangalore. Mr. Covernton added that Burma was even more cut off. Though they had raised the stipend tenable at Sanawar from Rs. 40 to Rs. 60, none would go. They were trying to get a small training class attached to the Government School at Maymyo. But he thought pupils might go from Burma to Bangalore. Father Kuss said that, geographically alone, a second college in the South was justified.

(*d*) *Stipends.*—Mr. Sanderson said that Rs. 40 was sufficient.

(*e*) *Scholarships tenable abroad.*—Some of the members advocated the establishment of scholarships for training abroad. Dr. Bourne said he would like to see more provision for sending men home but without tying them down to the profession of teaching. As to whether scholarships should go by provinces Dr. Francis called attention to proposal IX of the Calcutta Committee, but it was admitted that provincial budgets were a big factor.

(*f*) Mr. Pakenham Walsh called attention to a suggestion emanating from Madras. Miss Sampson, in her note (Appendix 28) had put forward her views regarding scholarships for selected female teachers to proceed for training to England. The principal of Bishop Corrie's High School, Madras, had suggested that for men also there should be some means of home training for the highest class of teachers who might be expected eventually to become head masters. It was understood that any such scheme would be a provisional scheme pending the establishment of a training college. Mr. Wright added that for European teachers the various universities should be moved to include the subject of education as one of the subjects a teacher could take for his B. A. or B. Sc. degree course as is done in some English universities.

Mr. Küchler gave it as his opinion that the establishment of a second training college should not imply the abolition of provincial teachers classes. It was pointed out that these were all for women.

The question was put whether the necessity for a second training college should first be considered by a sub-committee or whether the matter should be decided at once. A large majority were in favour of the second course, only five voting for the sub-committee.

The following resolution was then passed ; parts (i), (ii) and (iii) *nem con*, part (iv) by 24 against 6.

Resolution.—The conference recommend to the attention of the Government that—

(*i*) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally ; a Government training college or colleges for men be established as early as possible, at suitable centres.

(*ii*) It was considered that the first new Government training college should be established at Bangalore.

(*iii*) One scholarship, to be held abroad, should be given to a member of the domiciled community in each major province in every year, and in other provinces as necessary.

(*iv*) So long as Government recognise the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training ; provided that this would not prejudice the resolution (iii) already carried.

In conclusion Mr. Sanderson pointed out that the buildings at Sanawar were inadequate. Mr. Wright said he understood that the matter was under the consideration of the Punjab Government.

COLLEGIATE EDUCATION.

The next subject taken up was Collegiate Education, especially the proposal set forth in Resolution X, 1 to 4, and first part of 6 of the Calcutta Committee.

Mr. Arden Wood explained the scheme—an Anglo-Indian college for men and women. There might be some hesitation as to its feasibility on the score of insufficient demand. But, till the young men of the community get degrees in larger number, they are handicapped in competing for the higher appointments open to them.

Mr. Madge said he supported the proposal with all the earnestness of which he was capable. Young men are now shut out from the offices which were held by their fathers. A different standard had been set up. There ought to be an institution leading up to these higher appointments, based on the systems of English education which credited imported men with their superiority.

Mr. Küchler opposed the scheme. "I admit," he said, "the domiciled community do not patronise our colleges. The reasons assigned for this are as follows: (*i*) The courses are unsuitable. But I say this argument is founded on an entire misconception of our courses. True, the colleges do not offer all the prescribed subjects. But this is because no students present themselves for such subjects as Latin and Greek. Did they do so, some of our colleges could provide the necessary teaching. Facilities for science teaching in Calcutta (in such colleges as the Presidency, St. Xavier's and the Scottish Churches) compare most favourably with those which exist in the colleges in England.

„ (*ii*) The matriculation test is a bar. But the Calcutta University accepts the Cambridge Senior Local Examination as a test for admission.

"A truer reason is that they have no inducements to lead them to come to colleges. There is but little reward if they take a degree. We ought to hold

out definite hopes. In the United Provinces, two Deputy Collectorships are annually offered to those who take a degree in the Allahabad University. This has at once stimulated the influx of Anglo-Indians into the colleges. The difficulty will be surmounted if we offer properly paid teacherships, headmasterships and civil posts.

" But, even if it were theoretically desirable, the scheme is not practicable—especially when put forward in the form of a teaching university as is done in that resolution. Such a scheme presupposes a large number of students, which you will never get, since many will want to make use of the facilities at their doors. Moreover, many boys will not want to go to college at all. On leaving a collegiate school, at the age of 20, they will want employment. You will hardly get 300 together. It also presupposes a staff of 20 or 25 professors."

Father Vander Schueren said he was not present at the drafting of these resolutions, else he would have brought forward much of Mr. Küchler's objections. At St. Xavier's they offered every facility and gave advantages to Anglo-Indian boys. Yet there were only four resident students of that community. The reason why the Anglo-Indian students did not continue their studies was that they saw no advantage in going on to a degree and received offers of employment while they were at College. He had enquired as to the probable demand for college training. The answer was that there was none, unless definite advantages were offered.

Sir Harcourt Butler pointed to the figures in Mr. Orange's Quinquennial Review, which shewed that in 1907 there were probably 150 of the domiciled community in Arts and 338 in professional colleges. These figures however were admittedly approximate.

On the other hand, Mr. Madge, while not presuming to offer an opinion as to the suitability or otherwise for Indians of the courses pursued in Indian colleges, stated that Government had thought fit to provide separately education for Anglo-Indians. The system had at first been half-sister to the system devised for Indians. Gradually it had been differentiated and improved. It should not stop short at the most critical stage. It should be crowned by a college on British lines. This was the main point—a thoroughly English system of training, apart from the question of appointments, though that was a big one. If they put a scheme of this sort before Government and the public, they might get the funds, ultimately from endowments, as in other countries, if not from the State.

Regarding the difficulty of a University, Mr. Rocksborough-Smith said Mr. Küchler was quite right in pointing out the error, but what resolution X, 4, meant was not a degree but a diploma. The institution would be primarily a training college with an Arts side. Dr. Francis also said he was surprised to find X, 4, figuring among their resolutions. He had thought that parts 4 and 5 ran together and applied to training. Mr. Arden Wood's note shewed this was so. The Calcutta delegates had never recommended a University College ; they had rather proposed the sending of pupils to England. He asked that this proposal about conferring degrees be not submitted as one of the recommendations of the Calcutta Committee.

Mr. Pakenham Walsh said a vital point had been omitted. The reason why they could get better men from home was that these had had a good training on a residential system. What was wanted was good environment both for character and health. Indians might be admitted up to 15 per cent. The College might teach up to the London B.A. Large numbers would go to such a college. Mr. Lee urged the importance of crowning the school course with a college course specially designed for the Anglo-Indian community.

4th day. Thursday, 25th July 1912.

The next morning the Conference proceeded to discuss a resolution drafted by Dr. Francis, which was subsequently passed with additions suggested by Mr. Hallward. The discussion preliminary to the passing of this and other resolutions proceeded as follows :—

Mr. Williams, advocating a special college, pointed out that the domiciled community had a separate school education, and required a separate

college. Why was it that Anglo-Indians were not taking advantage of facilities in Indian colleges ? and why were their numbers in those institutions diminishing ? The reason could not be any lethargy on the part of the community ; for they were making great sacrifices for the education of their children. The true reason is that the existing colleges are not truly residential, do not offer facilities for social and athletic activity and do not foster the spirit of individual initiative. If it were objected that the combination of normal pupils with arts pupils was unworkable, he could instance a case in which it had succeeded in Wales. Father Vander Schueren corrected a possible misinterpretation of what he had said the previous day. When he mentioned the number four, he spoke of residential students—just those for whom they had provided the advantages of environment which Mr. Williams sought. They had a fair number of ordinary day Anglo-Indian students—an average of 20.

Mr. Hallward pleaded for a separate University institution. He enumerated various reasons why it was necessary that the Anglo-Indian should have a separate university system. How was this to be effected ? On one point he joined issue with the Calcutta Committee. Co-education of the two sexes as proposed by the Calcutta Committee was undesirable. As to affiliation, he appreciated the financial difficulty involved in a self-contained University College conferring degrees. Should they then seek affiliation with an English university ? Cambridge had done so much already for this country that he thought she might be persuaded if properly approached to affiliate the proposed institution. If this were not possible we should face the expense and have a University College (of which he ventured to say his friend Mr. Arden Wood would make an admirable Principal) staffed with ten or twelve teachers for 50 or 60 students. If neither alternative were possible he would, though most reluctantly, fall back on Dr. Francis' scheme.

Mr. Abbott supported Mr. Hallward. As to the difficulty of numbers, they would increase if the superior grades of employment were thrown open.

Sir Harcourt Butler suggested that Dr. Francis' more modest institution might in time grow into a University College. At present, without the number of students to justify its establishment, an University College might fail to commend itself as a practical proposition.

The Lord Bishop of Lahore agreed with Mr. Küchler. Matters were evidently different in different parts of India. For the Punjab Branch of the Anglo-Indian Association had suggested hostels. Again, the experience gained at St. Stephen's College, Delhi, was extremely satisfactory. A college such as that proposed at Bangalore might fail to attract boys from other parts of the country. Expense would be likely to deter many parents from sending their children so far. "If we propose so limited a scheme we shall not do our duty by the legitimate aspirations of the community in spreading facilities for higher education. We must turn to another solution—the establishment of satisfactory hostels. Why do Anglo-Indians not resort to existing colleges ? Because they do not see openings in higher Government service and therefore will not make the requisite sacrifice. There is a strong belief in the community that avenues of employment previously open to them have now been closed, that for political reasons there has been a tendency to exclude them from appointments while opening the door wider to Indians and to men from home. I should be the last to deny the claims of Indians. But justice is the basis of our rule ; and it will not be just if a small but vitally important community goes to the wall under the pressure of numerically larger communities. Can we not bring to the notice of Government the necessity for some enquiry into a state of things which is said to be operating to check the spread of higher education ?"

Dr. Francis, while associating himself most strongly with the last speaker in his proposals to remove any discrimination against Anglo-Indians in the making of appointments, thought that the Lord Bishop's first argument was met by the fact that the proposed resolution was not limited to the establishment of a single college. He had already stated his opinion that, if material advantages were offered, the hindrances to a spread of higher education would disappear. But he strongly maintained that the Anlgo-Indian community should

have a separate education to the end of their training, and instanced from his own experience the disadvantage to which an Englishman is subjected in studying at a continental university. This could only be done by continuing special education through university courses.

Mr. Walter Wood feared that what he was going to say might sound brutally practical; but they had passed resolutions in favour of compulsory education, which it was subsequently admitted would mean free education, and in favour of improved high schools, scholarships, etc. If these proposals were carried out the most pressing necessities of the community would be met. The Lord Bishop had said that after all was said and done, the outlook of the parents of these children was more or less guided by their prospects hereafter as regards earning their living. In addressing the Congress of the Universities of the Empire the other day Lord Rosebery had said that University education was a practical necessity of life and that, with the exception of certain forms of research, the diploma and the degree were essential for a livelihood. But it would be useless to educate the Anglo-Indian community and then give them no employment. We must fit them for the positions now open to them and develop their fitness for higher positions. He feared the proposal for a college might jeopardise the more practical suggestions. If the present resolution were understood to do away with the theoretic considerations urged yesterday and if it were understood that the more practical matters to which he had alluded would take financial precedence over the college scheme, then he had no objection. He saw there was a strong feeling in favour of a university; but he desired to approach the question from the practical point of view.

Mr. Lee remarked that the request made by the Punjab Branch for hostels did not necessarily mean that they would not like a college. Similarly, no single member of the Calcutta Committee desired a college open to both sexes; but they had put forward the proposal after long discussion on the score of economy. He quite agreed with what Mr. Walter Wood had said regarding financial precedence and with the Lord Bishop's contention as to higher employment; but a college was a necessity.

Mr. Milne, speaking from his own experience, said that the Anglo-Indians wanted a type of education such as could be obtained in England, which alone could confer on them the characteristics required to compete with Englishmen who came from England; and for this a separate college was necessary.

Father Kuss remarked it was part of our duty to raise the Anglo-Indian community to our own level.

Father Vander Schueren asked whether it was understood that with regard to the proposed University Arts College as well as the Training College separate hostels would be provided for the different religious denominations, as otherwise both these colleges might prove unacceptable to Roman Catholics. Sir Harcourt Butler replied that it was understood that there would be a system of separate hostels for different denominations.

There was some further discussion regarding the wording of the resolution, in the course of which Mr. Williams enquired whether there was not some affiliation or connection now existing between Cambridge University and some of the Australian universities; to which Mr. Küchler objected that at present there was a strong movement for teaching universities all over the world and that the principle of affiliation was discredited. Mr. Arden Wood proposed that the schemes should be put as alternatives. The following resolutions were finally passed:—

Resolution.—The Conference recommend to Government that—

(i) A separate University arts college should be instituted, either affiliated, if possible, to a Western university or self-contained and conferring its own degrees.

(ii) If this be found to be impracticable there be added, in connection with at least one of the training colleges for teachers, arts and science graduate courses both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and the college be affiliated to a recognised university.

(iii) In addition, good hostels for the members of the domiciled community be erected in connection with existing colleges, where such are required.

(iv) One great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them; in the interests of the spread of higher education Government should be asked to institute an enquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy.

GRANTS-IN-AID.

Fourth day, Thursday, 25th July 1912.

Sir Harcourt Butler said that on one point all were agreed—Government should give more liberal grants! In some quarters there was a demand for Government institutions. As regards that he fell back upon Lord Canning's dictum of self help. As to possible sectarian difficulties (and he was glad to see that all were working together in unanimity) there was room for all and they had still 7,000 children who were receiving no education. Further, it would be impossible to scrap the present system. This was not the place to work out any detailed scheme. The principles, however, could be treated and he would ask the Directors to state the condition of things in the provinces.

Bengal.—Mr. Küchler said that in Bengal they had the ordinary attendance or maintenance grants. He believed that managers considered these fairly sufficient but that they thought they might be supplemented. Their system of so-called supplementary grants was unsatisfactory; he was in favour of a more mechanical method. He thought salary grants would be found useful; and if the managers paid half and the Government paid half, there would be no reason for dissatisfaction. But in addition to this it would be necessary to retain the fixed grant system because it was necessitated by the conditions of exceptional schools. He would also like to add fee grants, one effect of which would be that without lowering the general fee rate from the full standard, exceptions might be permitted. They also had of course the usual special grants such as those for buildings, etc.

Madras.—Dr. Bourne stated that in Madras (excluding Bangalore) they distributed their allotment as follows:—Cadet grants Rs. 4,000, Boarding grants Rs. 60,000, Building grants Rs. 45,000, Special grants Rs. 4,000. The special grant this year for equipment and buildings was 1 lakh. The rest of the money, that is the bulk of the money for teaching grants, they gave under the head of fixed grants. When the new Code was introduced it was not open to Local Governments, without the sanction of the Government of India, to alter the proportion of grants under Article 29. If the grant exceeded the ordinary income it had to be reduced by the amount of that excess. They had found that if this system were followed, they would have to reduce a large number of grants; so they adopted the system of fixed grants. The whole matter resolved itself into one of distribution and he was unaware of any complaints as to unfairness in distribution.

Bihar and Orissa.—Mr. Hallward, speaking for Bihar and Orissa said they were using the Bengal Code. In Eastern Bengal and Assam a more liberal scale had been adopted, especially as regards buildings, where a grant equal to two-thirds of the total cost was permitted. (Some of the other Directors maintained that their building grants were equally liberal). He had now laid before the Local Government certain proposals, drawn up in discussion with Messrs. Williams and Young, regarding a graduated minimum scale of expenditure on staff for elementary schools of from 15 to 200 pupils. He thought that the prescription of a minimum of expenditure was a necessary step to improvement through additional salary grants. Another defect in some of the Codes was the want of any provision for grants to poor scholars' day schools. In Bombay, indeed there was such a grant—up to Rs. 3 per month per pupil; but this provision had been omitted in Bengal when the new Code came in and Article 40 was substituted. He had also proposed scholarships for poor children in secondary schools and for children of poor parents in remote places to enable them to send their children to boarding schools. The railways had a graduated scale of fees in their

schools reduced for poor parents; but, even so, many parents found difficulty in paying.

Burma.—Mr. Covernton explained the existing state of affairs in Burma. They had two kinds of grants :—(i) The ordinary or moiety grant meant the difference between income and expenditure payable under limited conditions, but they also paid salary grants and schools could get both of these together. (ii) The fixed grant was the total of the ordinary and salary grants taken on an average of three years with a margin allowed for expansion. At present most schools received ordinary grants. This did not mean that they got the difference between any income and any expenditure ; the proper expenditure was laid down, the proper difference was laid down, and there were other complicated conditions in connection with which he read out Articles 114 to 117 of the Code. That very morning some gentlemen had come to him and said they preferred the Burma system because of its simplicity. In working he had found that it was really a very complicated system. The matter had recently been taken up by the Educational Syndicate and he had proposed a scheme based on the assumption that the expenditure of a school should be met in the proportion of one-third from Government, one-third from fees and one third from the managers. It was a defect of the present rules that no contribution was required from managers; and he thought that something on the lines he had proposed would enforce the principle of grants-in-aid in the way it had been laid down by the Commission of 1882. Of course if under such a system fees could contribute more than one-third, a reduction proportionate to the excess would be made from the Government grant and from the managers' contribution. Similarly, if the fees could not contribute so much, Government or the managers would have to give more. His proposal, however, had not been accepted and the suggestion finally put forward was that they should induce as many schools as possible to come under the fixed grant rules, one great advantage of which was that the grant was paid quarterly instead of half-yearly, and in advance instead of in arrears. It was true that this scheme would give difficulty in the case of new schools, but that he thought could be remedied by the more liberal allotments which they had received. And if the fixed grant system could be made general, improvements could be introduced into it and the term of five years might be reduced to three.

United Provinces.—Mr. de la Fosse said that the United Provinces followed the Code of 1905 and the system pursued was simple. They had, however, made a change in the matter of the supplementary grants. He read out article 38 of the Code as now revised by which it is provided that supplementary grants are given by way of salary grants for trained teachers, not exceeding half the salary paid to the teacher provided that a male teacher's salary is not less than Rs. 100 a month and a lady teacher's such as the department may approve; or, in the case of a trained teacher who was a graduate or the equivalent, not less than Rs 200 a month in the case of a male teacher and such as the department may approve in the case of a lady teacher. This article also now provided for the strengthening of staffs by giving grants to encourage schools to send members of the staff to Sanawar for training. If all schools were staffed with trained teachers it would, under this system, cost Government, instead of Rs 26,000 a year as now, a sum of Rs. 64,000. He thought that this constituted a good and systematic basis for giving supplementary grants without which it had been found that the ordinary grants were insufficient to extricate schools from their financial difficulties. The only other point was article 42 and he understood that would be separately treated.

Punjab.—Mr. Wright said that in the Punjab they had retained the scale of grants permitted before the introduction of the new Code. The main grants were of three kinds :—(i) The ordinary attendance grant was given on a scale different from that in other provinces; higher in the lower sections and lower in the higher sections, with the result that their grants had been kept up to a more liberal standard. (ii) The building grants were as in other provinces. (iii) The supplementary grants took the form of staff grants, each trained teacher being eligible to earn for the school a grant equivalent to half his salary up to a limit of Rs. 125, *i.e.*, for a salary of Rs. 250. Some teachers actually drew more than this limit and it was now proposed to abolish the limit. Conditions

regarding minima were needless since all their masters drew Rs. 100 or over, and all their mistresses Rs. 80 or over. Among other grants they had boarding grants up to an unlimited number for those declared indigent by Deputy Commissioners. There were the Cadet grants which he would like to see raised from Rs. 8 and Rs. 6 to Rs. 12 and Rs. 10 respectively. There were also grants for instruction in laundry work, in cooking and in carpentry and for night classes. As to the fairness of distribution in meeting the cost of schools, the incidence of expenditure upon various sources of income was as follows :—

—	Provincial funds.	Fees.	All other sources.
Church of England schools	44·2	45·8	10·0
Roman Catholic schools	44·4	45 9	9·7
Non-sectarian schools	41·1	33·0	25·9

As to building grants, in the last four years the Roman Catholics have had no less than Rs 56,000 and the Church of England Rs. 16,000, and other schools only Rs. 9,000.

Central Provinces.—Mr. Spence explained that there was nothing peculiar in the Central Provinces system. They gave supplementary grants when the ordinary maintenance grants were found insufficient and they had no separate system of salary grants; but these were actually given in the form of supplementary grants. They also gave grants of Rs. 3 a month for poor day scholars and grants with no fixed limit for bringing the children of indigent parents from remote places to boarding schools. The building grants were generally one-half of the total cost, but they were permitted up to two-thirds.

Bombay.—Mr. Prior said Bombay was peculiar in that they had no attendance grant. The ordinary grant was calculated at one-third of the expenditure as admitted by the Inspector ; and sometimes by way of a supplementary grant one-third of the ordinary grant was given in addition—a concession which was now being extended. They were trying to encourage the system of fixed grants. Building grants were ordinarily equivalent to one-half of the total cost, rarely to two-thirds. (A grant of Rs. 90,000 had just been given for a Roman Catholic convent). But this applied only to school houses. In the case of hostels and other buildings Government reserved the right of fixing the proportion. They had the ordinary Cadet grants and also grants for destitute children and defraying fees which were limited by the budget allotment.

Sir Harcourt Butler remarked that there appeared to be a tendency in the provinces to introduce the fixed system of grants which had the advantage that the amount was known and that the money was paid in advance. He thought Mr. Busher's views about grants were largely met by what had been said. The discussion then proceeded upon the following lines:—

(i) *Simplification in the direction of fixed grants after audit.*—Mr. Lee complained it was difficult to follow the rules. What Government wanted was to give schools enough to permit them to be efficiently maintained. Why should the accounts not be properly audited and a budget framed? Again, he could not understand the difficulties involved in an all-India Code. The country might be large, but the community was small. Sir Harcourt Butler pointed out that Mr. Lee's suggestions would be practically realised under a fixed grant system which was now the tendency. Dr. Bourne denied that Mr. Lee's proposals would lead to uniformity of treatment. This was what the present rules were intended to secure. Mr. Covernton considered there would be difficulty in calculating the proposed expenditure in a school. Mr. Hallward said that Mr. Lee's system sounded very simple, but that mission and other bodies would strongly object to an audit. To this Mr. Lee replied that in such cases it was not incumbent upon Government to give any grant at all. Sir Harcourt Butler pointed out that every Conference sought after uniformity but the result was

always failure. Mr. Lee feared it was not local conditions which created differences, but rather personal idiosyncracies. There was a general agreement as to the desirability of some form of audit; but Mr. Madge said he hoped Mr. Lee's proposed resolution on the subject would not throw out the larger proposals which had been made by the Calcutta Committee. Mr. Lee expressed himself aslpreferring the Calcutta Committee's resolution, to which his resolution was subject.

(ii) *Modification of rules for grants in addition to first ten pupils in each section.*—Mr. Madge pointed out that rules limiting the grant paid for each pupil in addition to the first ten pupils, while equitable in the case of boarding grants where the average cost fell in proportion as the numbers rose, operated hardly in the case of grants for teaching because it was necessary to maintain an efficient staff. He thought some modification might be made in the rates paid for additional pupils and that this would greatly help schools. After all, what Government wanted to do was to keep in an efficient condition any school which it had recognised. The Reverend Brother Ryan, at a later stage of the proceedings suggested that in view of the possible necessity of splitting up classes, the grants might be made uniform throughout each section for each pupil and that there might even be uniformity of rate for each class in the school. Mr. Pakenham Walsh pointed out that the Madras rules in this respect did not recognise the increased expenditure which is involved when a standard grows too large and requires splitting up.

(iii) *Calculation of expenditure.*—Mr. Rocksborough-Smith suggested that municipal taxes, insurance of buildings, leave allowances and other similar charges might be included under the general expenditure.

(iv) *Date of payment of grants.*—Mr. Pakenham Walsh, while admitting the liberality of the scale on which grants were given in Bangalore, complained that the payment was often in arrears. Dr. Bourne said that in the Madras Presidency he always gave an advance if requested to do so. Bangalore had a code of its own. As for building grants, they were not ordinarily given till a completion certificate was received.

(v) *Boarding house equipment grants.*—Mr. Pakenham Walsh noticed that at present no such grants were permitted.

(vi) *Passage of staff coming from abroad.*—The same speaker advocated that grants be given for this object.

(vii) *Utilisation of fee grants for refunding fees.*—This point also was raised by Mr. Pakenham Walsh and was generally considered excellent.

(viii) *Grants for unsalaried teachers of religious denominations.*—Father Vander Schueren drew attention to his paper on the remuneration of religious teachers. (Appendix 14). These teachers drew no regular salary, but this did not imply that the school did not incur expenses in their regard, and these expenses were often much under-estimated. The paper submitted went to show the principal factors of expenditure and set forth the claim that, in the computation of staff expenses with the view to determining the grants-in-aid given under the head of salaries of teachers, these items should be taken into consideration, and that moreover some remuneration should be given to religious teachers for services rendered. The Bishop of Lahore expressed himself in agreement with Father Vander Schueren's paper and wished to point out that everything stated there applied equally to religious teachers in Church of England schools, and claimed the same consideration and treatment for them. Father Vander Schueren saw the force of His Lordship's claim and suggested that the words "in Roman Catholic Schools" should be omitted from the title of his paper so as to make it applicable to the religious teachers of all denominations. Sir Harcourt Butler remarked that if the money available were limited and teachers who dispensed their services gratis could be found, every one would surely prefer to use the funds available upon the spread of education; but under any salary grant system some consideration might, no doubt, be given to such teachers provided the money thus granted were utilised for school purposes.

(ix) *Special grants.*—Mr. Busher in his note had objected to the payment of special grants for instruction in technical departments. He would rather have the rule more general so as to include laundry work, cookery, etc.

(x) *Cadet grants.*—The raising of the rates was generally approved.

In conclusion the following resolution was passed embodying Mr. Arden Wood's general resolution, Mr. Pakenham Walsh's regarding advances and that of the Calcutta Committee regarding Auditors. These resolutions were unanimously carried with the exception of the provision to part (iii) which was carried by 15 against 11.

Resolution.—The Conference are strongly of opinion that :—

(i) The Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognised by the provincial education departments as necessary, to be efficient in the grade in which they are classed.

(ii) The auditing of accounts of European schools should be made a separate and distinct function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(iii) Provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgetted for a period of one or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

The general sense of the Conference was also expressed in favour of a reconsideration of the rates by which additions are made to the grants fixed for the first ten scholars, the raising of the rate of cadet grants and the institution of a system of fee grants, boarding house equipment grants, and grants for passage of teachers from abroad under certain conditions, and of leave allowances, also of the payment of part of the annual grant during the first month of the financial year.

CONCENTRATION.

Sir Harcourt Butler considered the wisest course would be to recommend the principle of concentration in the widest possible terms. This would save much discussion and at the same time would be just as effective, since in practice local schemes must be taken up and worked out individually. Such a resolution would cover item 5 on the agenda paper. The following resolution was then passed *nem con* :—

Resolution.—"That concentration of schools is desirable wherever possible."

CURRICULA AND EXAMINATIONS.

Sir Harcourt Butler remarked that the Conference had already made a resolution in favour of the modernisation of school courses. It would be premature to lay down a curriculum, but certain matters had been brought forward. These were briefly discussed :—

(i) *The term.*—Mr. Busher had protested against a nine months term. The Lord Bishop of Lahore said that the arrangement was regrettable but was necessitated by climatic conditions.

(ii) *The teaching of English.*—Stress had been laid on the efficient teaching of English. This was really a question of improving the staff.

(iii) *The system of examinations.*—A long discussion ensued upon this subject opened by Mr. Pakenham Walsh who said a standard was required which would carry value not only all over India but also in England. The Cambridge

Local Examinations supplied this need and also allowed a greater latitude. Another advantage was that a boy could not pass the Senior examination in the ninth standard, so that boys were kept later at school and clever boys were encouraged to read for honours. Mr. de la Fosse raised the difficulty of provision under this examination for the vernaculars. Mr. Küchler said the Cambridge School Certificate examination had been adopted in Bengal; the department, however, examined in the vernacular as a condition. Mr. Prior said that in Bombay they did not teach the vernacular and they freely used the Cambridge examinations. Mr. Pakenham Walsh raised a general objection to the teaching of the vernaculars on the ground that it was as a rule impossible for an Indian teacher to keep discipline among English and Anglo-Indian boys. Useful school time was consequently wasted and it was better that a boy should acquire the vernacular at home after his school career, and this could be done more efficiently. Father Vander Schueren supported this and said the teaching of the vernacular was very troublesome because a class teacher had to be sent in to supervise during the special instruction. Mr. Arden Wood disagreed. He thought the vernacular most important. As a boy worked up through the school he came to be able at least to read and write Urdu and this knowledge was appreciated. The system was that the class master was made responsible. Mr. Sanderson said that at Sanawar they were trying to put the teaching of Urdu on a scientific basis. Mr. Rocksborough-Smith said that Burmese was very difficult and the teaching of it militated against instruction in Latin since the time-table became so complicated that it was impossible to reset the classes for Latin teaching. Mr. Madge pointed out that it was perhaps insufficiently recognised that an accurate knowledge of the vernacular had a considerable effect in dealing with Indians. Mr. Milne said that time spent in teaching the vernacular was time wasted, the efforts of the class being directed to the teasing of the teacher. He himself had learnt the vernacular efficiently at home when his schooling was done.

The question of the vernacular was then dropped and the Directors explained the extent to which the Cambridge examinations were utilised. They had been adopted in Bengal. They were proposed in Bihar and Orissa and proposed as an alternative in Burma. They were largely used in Bombay. Mr. Hallward explained that the Senior Local examination was quite unsuitable and the examination actually used in Bengal was not this but the Senior School Certificate which had been specially framed as a school test. Dr. Bourne said the Cambridge examinations were not recognised in Madras and he hoped they never would be. To adopt a foreign test was in itself a confession of weakness. He predicted the day was not far off when the Cambridge examinations would cease altogether in favour of a school record certificate such as they had in Madras. Mr. Covernton suggested that an effort should be made to obtain recognition by educational authorities and bodies in Great Britain of the European High School Examination and certificate of Burma where the examination and course differ from those of India. Mr. Rocksborough-Smith expressed himself as in agreement with the memorandum of the Christian Brothers and as dissatisfied with the High School examination in which the standard varied greatly. Mr. Savage, with reference to Bombay, said that many of his boys went to England, hence they were obliged to take the Cambridge examinations. They had asked that Indian History and a vernacular should be permitted as subjects of examination. The difficulty about the High School examination was that it was not recognised in England. Though a well-conducted examination, its results undoubtedly showed variations. All he deprecated was that the Cambridge examinations should not be permitted as an alternative.

5th day, Friday, 26th July 1912.

The next morning, in the absence of Sir Harcourt Butler, Mr. Sharp drew attention to the regulations for the Cambridge Junior and Senior School certificates, which are awarded on school attendance and on the passing of the Junior and Senior Local examinations under certain conditions. He then read a resolution drafted by Mr. Arden Wood (which, with slight modifications, was subsequently passed) and suggested it as a basis for discussion.

Mr. Arden Wood thought that perhaps from the educational point of view this was almost the most important subject that had come before the Conference.

"Hitherto" said he "the school certificates that boys and girls have been able toobtain have been awarded solely on the results of external examinations. The defects of external examinations are now so fully recognised, that I do not think it is necessary for me, in a Conference of this kind, to do more than remind you of them. Those of us who are schoolmasters know that external examinations take no cognisance of some of the most important work of schools, that they result in much of the work being done in a less satisfactory way than we should like, and that they test some of the subjects not at all and others in a way which is inadequate. Again, they overshadow the school curricula and prevent these from being framed in accordance with the characters of individual institutions or the needs of pupils; they encourage bad methods of teaching, result in the neglect of subjects in which certain pupils are weak or which, though part of the curriculum, are not tested in the examination, and foster an unhealthy competition among schools. I can cite an experience we have had in Calcutta. The subjects of the Cambridge Junior and Senior Local examinations are now announced, not a year, but eighteen months, beforehand. The result has been that, as soon as the announcement appears, the unfortunate pupils, instead of proceeding with the regular work of their class, begin to read the set books and continue reading them over and over again for a year and a half. I felt so strongly that this is not in the interests of education that I wrote to the Cambridge authorities. The Secretary for examinations replied that, while he appreciated my objections, nevertheless for various reasons—the holding of examinations both in July and in December and the requirements of the Board of Education as to the drawing up of school courses of work beforehand—the present arrangement was inevitable. I admit however that, whatever their evils, we cannot in the present circumstances of this country, dispense with external examinations. We must try to use them without abusing them. And we can do this by restricting the choice of individual pupils while permitting schools to select subjects in accordance with the curricula they adopt, and by supplementing examination results by the records of school work for each pupil. With these additions I think we can usefully employ the Cambridge examinations as evidence towards the granting of certificates." In support of this view Mr. Arden Wood proceeded to read the evidence of the Hon'ble Mr. W. M. Bruce, Mr. V. A. Houghton, Mr. J. L. Paton, and Miss S. A. Burstall on the harm caused by external examinations. "What I propose" proceeded Mr. Wood, "is not revolutionary—only a step in the right direction. I should like to see Government certificates awarded, in which the results of external examinations should be recognised as part, but only part, of the evidence. I propose two certificates—one, which we may call the Intermediate, given at the age of 16, when the most general form of education will have been completed, the other called the Leaving, given about two years later, on the work of the pupils who remain longer at school, on an examination of a slightly different kind, calculated to test specialisation in a small number of subjects. For the external examinations I prefer the Cambridge examinations. The machinery which exists for these is complete, the standard is steady, and the questions are sensible. Their character is subjected to much public criticism. They offer a wide range of subjects and hence are convenient for different types of schools. I have thought, since I put in the draft resolution, that I should prefer the Cambridge University School Certificate examinations, not the Local examinations. True the former present the difficulty that they involve the taking of Latin or some modern European language. But it will be open to the departments to allow the local examination to prescribe the choice of subjects."

Mr. Madge said one of their objects was to unify the results of examinations in this country with those produced in England. To ascertain how far Mr. Arden Wood's scheme would carry out such unification, he desired to know what had been done in England. Mr. Sharp in reply referred to the report of the Consultative Committee on examinations in secondary schools in England, and stated that their proposals, which involved two stages of examination somewhat similar to those suggested by Mr. Arden Wood, were now before the Board of Education. As to keeping pace with future developments he thought Mr. Arden Wood's scheme sufficiently elastic to allow of modification in the light of experience in England,

The discussion then proceeded on the following lines :—

(i) *The Examination.*—Mr. Pakenham Walsh expressed himself in favour of the Cambridge Local examinations rather than of the school certificate examinations, because the latter would not be suitable for some schools, and because the former included such subjects as shorthand, etc. Mr. Hallward also wanted to know what was proposed as regards the secondary (as opposed to the collegiate) schools. Either special arrangements would have to be made with the Cambridge authorities, or Latin would have to be introduced in those schools. Father Vander Schueren said collegiate schools should take the senior school certificate, and the secondary schools should take the senior local. Mr. Arden Wood explained that, as collegiate schools were not yet in existence, he had wished to make the proposal as general as possible. If the term "collegiate school" were recognised, he would agree with Father Vander Schueren. Mr. Sharp suggested the difficulty might be broadly met by expressly stating in part (iii) of the resolution that no school could offer more than one of the alternative examinations, which would also be desirable for other reasons. This suggestion was adopted with the addition of the phrase "without special sanction" to meet the case of exceptional pupils. Also, the various qualifying examinations were specified in part (ii) of the resolution.

(ii) *Choice of subjects.*—Mr. Arden Wood explained that an important point of the movement was to allow schools a greater elasticity in their curriculum. Mr. Hallward feared that if a wide option were given there would be a risk of losing the advantages of the school certificate examination, of which the main object was to secure a selection that implied a sound course of study. It was admittedly possible to pass the ordinary Cambridge Locals and yet remain very imperfectly educated. Similarly here, if there was to be choice, and if Government was to decide that choice, he was not sure that the desired result would always follow. Mr. Arden Wood thought there would be no risk if the departments did their duty. Father Vander Schueren would limit the action of Government in deciding a selection and would prefer the Senior School certificate pure and simple. They could not do better than Cambridge at its best. Mr. Hallward agreed, and said that no other combination of subjects should be allowed as a substitute for the school certificate examination which it was proposed to introduce into collegiate schools. He hoped the departments would do their duty, but it would be difficult for them to do so if, as would certainly be the case, pressure were always being brought on them to accept combinations of subjects which, while permissible within the Senior Local, would nevertheless be unsound. The words "prescribed by the department" were however retained in the case of both certificates, as it was felt to be a matter for subsequent regulation by rules.

(iii) *The Record.*—Father Flink asked whether the test constituted by the record would be one of single pupils or of the whole school. Mr. Arden Wood said it would be largely of the school; but each pupil would also have to produce evidence that he had gone through the whole school course satisfactorily. Father Kuss described the Madras system under which, during the last three years of his school course, a pupil's work is systematically tested by his class-master, the headmaster supervising. The exact number of the tests is not prescribed. But recently the department has issued a form which has been found to be fairly satisfactory and to give a very good view of the work done by each pupil during the school course. The tests are conducted in accordance with the wishes of the school. The results are thrown into percentages and entered in the book, along with an account of the boy's conduct in the play-ground, manual dexterity, hand-writing, aptitudes, etc. The headmaster sees this at the end of the term and keeps it in his office. It is shown to the parent, who has to return it. At the end of three years, the pupil is presented for some examination in which there is no passing or failing. He is tested in a limited number of subjects, the main object being to see if the school record fairly corresponds with the examination results. If the Cambridge examinations are substituted for this final test, the detailed results should be embodied in the certificates. Mr. Arden Wood had previously explained that the detailed results of each candidate could be obtained on payment of one shilling. Mr. Busher also explained that they had detailed records of work in his school for each boy. The

class-master kept the books; and he himself saw them each week. He could thus look up a boy's record for eight years in five minutes.

Mr. Madge said Inspectors must have more intimate experience of the schools. Then the certificates would be satisfactory. Mr. Arden Wood said the headmaster of the school would vouch for the record. In reply to Mr. Pakenham Walsh, who said the Madras form was complicated, Dr. Bourne said this was so only in appearance, not in practice. With schools ranging in merit and trustworthiness of the staffs, it was necessary to introduce a complicated form, partly as a check. The European schools certificate might reproduce the essentials of the present form in a less complicated shape. He would accept Mr. Arden Wood's proposal as the best possible under present circumstances, and lay emphasis on the fact that it is a temporary expedient. The results of the examination should be detailed. And this should be the only certificate—none should sit for the external examination unless the school and the department permitted it. Mr. Williams said he thought they were not concerned primarily with the Cambridge certificates; what he wanted was a complete record of the boy's school career which should include mention of the passing of the Cambridge examination—something like the Madras system. Mr. Sharp said he thought this suggestion could easily be emphasised in the resolution, and Mr. Arden Wood accepted a small modification to that effect.

(iv) *The granting of the certificate.*—Dr. Bourne raised the difficulty of combining the record with examination results. If a boy passed the external examination, could a headmaster refuse to give the certificate by reason of the record? Mr. Arden Wood instanced a case within his knowledge where a student, having passed the qualifying examination, was awaiting her certificate till she had produced evidence of completion of the school course. If a boy went up and passed the examination and his school record was not sufficiently good, he would certainly not get the Government certificate. Mr. Covernton pressed the point. What would be the position of the department in respect of those pupils who could not obtain the complete certificate? He explained the qualifications required for admission to certain grades of Government service in Burma and said there might be boys who could pass the examination but not obtain the certificate. Were they to be admitted to Government service? Father Kuss suggested that there would be neither pass nor failure, but simply a record, as in the Madras system. Father Vander Schueren raised the point that under the system proposed there would be three certificates which a boy might earn. He presumed there was no intention of intercepting, as it were, the certificates sent by the examiners to pupils. Dr. Bourne said the certificate had to be considered in two ways. There was first competition with other European and Indian schools. For this reason a certificate fairly approximating to that awarded in Indian schools would be an advantage. But there was also outside competition in the case of those who proceeded to England, etc. For this reason he advocated the proposal as a purely temporary measure. But he looked forward to the day when the inspectorate would be sufficiently strengthened to permit of the whole thing being done locally. The proposal must be worked out in detail. A mere pass certificate would not serve. It could not stand against the full record given to Indians either for entry to a college or for employment. Mr. Covernton dwelt on the inconvenience of a number of certificates; he had reduced them in Burma. Mr. Lee, from the point of view of the employer, emphasised the same point. Mr. Wright suggested that no boy be allowed to sit for the examination unless he could produce a good record. Mr. Gillan raised the question of character, which was not specifically mentioned in the resolution. The employer did not want a mere scholastic record. Mr. Walter Wood strongly emphasised this point and said he would prefer a boy of reasonable attainments but excellent character to one of superior attainments with less of character. Mr. Pakenham Walsh said Government would prescribe the form and doubtless character would figure in it. If a boy's conduct had been bad it would be so noted in the certificate. The Bishop of Bombay asked if this were so. Teachers sometimes made mistakes; they should not be able to stop a boy from going into the examination. Mr. Sharp read out a portion of the Report of the Consultative Committee on examinations in

secondary schools in England which dealt with this point. Their recommendations seemed suitable.

(v) *Recognition of certificate.*—Mr. Prior asked whether the certificate would qualify for certain grades of Government service. Mr. Lee pressed for this. Mr. Sharp said it was understood the certificate would be the only one ordinarily recognised for Government service and by commercial firms in the case of members of the domiciled community.

(vi) *Award of scholarships.*—Mr. Pakenham Walsh observed that the resolution stated there would be no other examinations. But there were examinations for primary and middle scholarships. He made certain suggestions which were subsequently expressed in a draft resolution. Mr. Sharp suggested leaving this over till they discussed scholarships.

Mr. Sharp suggested that, in the case of boys proceeding to the leaving certificate, the external examination might be omitted at the Intermediate stage; this would reduce the number of examinations. Mr. Arden Wood agreed. But the point was not pressed, as Mr. Küchler foresaw difficulties in the award of scholarships at the lower stage. Mr. Sharp also said that the word "Intermediate" might give rise to difficulties. This was agreed to; and Mr. Arden Wood substituted the term "First school certificate." Mr. Pakenham Walsh pressed for the inclusion of the word "ordinarily" before "for two years" in part (i) of the resolution dealing with leaving certificates. This was put as an amendment and lost by a large majority. The Conference then passed *nem con* Mr. Arden Wood's original resolution (with the slight modifications accepted during discussion) and a resolution regarding the recognition of the Certificate.

Resolution.—The Conference are of opinion that:—

(i) Two kinds of Government certificates should be awarded to the pupils of secondary schools: *First School Certificates* and *Leaving Certificates.*

The First School Certificate should be awarded to those pupils whose school records show:—

(*a*) that they have been in regular attendance at a secondary school for at least three years;

(*b*) that they have completed an approved course of general education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show:—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(*b*) that they have completed an approved further course of education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

(ii) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Senior* Local Examination be the recognised external examination for the *First School Certificate*, and that the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examination for the *Leaving Certificate.*

(iii) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Senior* Local Examinations.

* Before these resolutions were finally passed, all mention of the Cambridge Junior Local Examination was omitted, at the suggestion of certain members. Mr. Arden Wood, when looking over the proof, pointed out that this was incorrect, and that, in (ii), "Senior" in the second line should read "Junior," and that, in (iii), "senior" in the last line should be omitted. Mr Rocksborough-Smith also drew attention to the error.

(iv) The Government should take action to secure—

(*a*) That the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government.

(*b*) That the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

SCHOLARSHIPS.

Mr. Pakenham Walsh submitted a draft resolution to the effect that high school scholarships be awarded on the result of the Cambridge Senior Local or School Certificate examination; that primary and middle scholarships be awarded without formal examination by the Inspector of Schools in consultation with the heads of schools on the guiding principles of ability and indigence; that middle scholarships be tenable for three years (instead of two); that primary scholarships be of two classes admitting respectively to collegiate and to high ("secondary") schools, with the proviso that a scholar admitted to the collegiate class of scholarship should be allowed to substitute for it a scholarship of the second class; that the number of scholarships to be awarded should be on a scale based on the number of pupils as decided by the Local Government; and that special provision should be made for small schools, which might be grouped together, or receive each a scholarship in every second or third year. He said that, under the resolution already passed, there could be no examinations for primary and middle scholarships, that there were other objections to such examinations, and that scholarships should be limited to indigent pupils. Mr. de la Fosse pointed out that it would be impossible for an Inspector to make this selection; for he would have to consult with many headmasters. Dr. Bourne also considered the system undesirable. Mr. Madge urged that some distinction should be made between towns and rural tracts, and that the help of experts should be invoked for deciding the claims of particular pupils. Mr. Prior remarked that the Bombay Presidency was divided for scholarship purposes into four centres. Sir Harcourt Butler asked if scholarship committees could be formed to help the Inspector. Mr. McClain explained the American system, under which scholarships were awarded by men conversant with all the institutions. Mr. de la Fosse said the only sound system of selection was by external examinations; as to limitation, the wealthy parent, too, appreciated the scholarship as a distinction for his child; the point had been discussed at Oxford, and the only suggestion considered possible was that the well-to-do scholar should retain the distinction and have the option of giving up the money. Mr. Küchler explained the mixed system in Bengal, under which primary and secondary scholarships were awarded on the result of external examinations, but, at the high stage, there was also provision for giving stipends to indigent pupils; that is to say, money was placed at the disposal of the Director to supplement Articles 102-106 of the Code; this system had given satisfaction. Mr. Wright explained that in the Punjab they had an examination for the award of primary scholarships, a necessary qualification being poverty; but it would be most unpopular if middle scholarships were confined to the indigent; while in both cases an external examination was necessary. He would welcome the scheme described by Mr. Küchler. Mr. Madge asked that the case of those should be considered who required only partial help. Mr. Spence pointed out that such cases had already been provided for under the general expression of opinion regarding the fee-grants and their utilization for refunding fees or part-fees. He also pointed out the confusion arising from the names of scholarships—primary scholarships were really those tenable in middle schools, etc. Mr. Sharp remarked that the resolution about examinations did not, in his opinion, or, he thought, in that of others, by any means exclude scholarship examinations at various stages; the resolution of March 1904 had recognised the need of scholarship examinations; and he imagined the resolution they had passed also referred to examinations obligatory on pupils at various stages of instruction, not to scholarship examinations, which were voluntary affairs.

Thereupon Mr. Pakenham Walsh withdrew his resolution; and, instead, the general opinion of the Conference was expressed as follows:—It is the sense

of the Conference that the Bengal system of granting special scholarships to indigent pupils should be adopted elsewhere.

Mr Pakenham Walsh however pressed the point about bifurcation, and also raised the question whether scholarships awarded on the results of the Cambridge examinations might be held in any institution ; *e.g.*, could they not be held in England ? Mr. de la Fosse urged accounts difficulties ; there should be special scholarships for education in England ; the ordinary scholarships should be held in schools in India. Sir Harcourt Butler remarked that they had already proposed special scholarships for England. Father Vander Schueren and Mr. Pakenham Walsh continued the discussion ; and Father Kuss said that those who could ordinarily afford to send their children to England should not require scholarships. Mr Williams pointed out the need for scholarships for board and maintenance, not alone for tuition. Mr. Küchler said scholarships should be on a scale to cover these expenses. Mr. Sharp said he thought this was covered by the resolution dealing with a modification of Articles 40-43 of the Code. Mr. Küchler said this was so in Bengal (see Article 48 of Bengal Code, which corresponds with Article 42 of the Model Code). Mr. Pakenham Walsh said middle scholarships must now be made tenable for three years. Mr. Arden Wood pressed for placing on record the view that young pupils should not be examined, the award being left to the department. And Mr. Wright suggested the alteration of the age limit from seventeen to a higher age. This was felt to be a matter of rule. At a subsequent stage Mr. Wright raised the question of increasing the scholarship rates in the Punjab, which had been fixed long ago. Sir Harcourt Butler said they would not be in order in making a resolution on a matter which was purely the concern of one Local Government. Sir Harcourt Butler said it appeared the scholarships were not illiberal ; they merely wanted more scholarships and special provision for special cases. The following Resolution was then carried *nem con.*

Resolution.—The Conference are of opinion that it must be left to the departments to decide the best way in which to award scholarships ; but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

SPECIAL SCHOLARSHIPS FOR SOLDIERS' CHILDREN.

Lieutenant Spiegelhalter, speaking for the Army Department, moved the resolution which figures below. He submitted his opinion in the form of a note (Appendix 22). Mr. Gillan thought it might be preferable if such children took advantage of the arrangements made in England ; he attached importance to Mr. Wright's opinion on this point. Mr. Wright pointed out the difficulty of children leaving their parents. On the question being raised as to whether these scholarships should not be provided from Army funds, Lieutenant Spiegelhalter pointed out that in England such scholarships were a charge on the Civil estimates and submitted that in India their cost should be defrayed from the same source. Sir Harcourt Butler said all would sympathise with the soldiers' children ; they could approve the principle and leave for subsequent settlement the question whether this should be a charge on the civil or the military estimates. The following resolution was then carried *nem. con.*

Resolution.—The Conference are of opinion that, in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupilships in high schools should be awarded to children attending regimental schools in India.

MEDICAL INSPECTION AND SUPERVISION.

Resolution VII of the Calcutta Committee was taken up. Mr. McClain said remarks were hardly necessary on such a subject. But, unless they took up this question, they would not be doing justice to the 7,000 illiterate children, who came from homes where they could not be fully cared for. He described the effects on general health and educational progress of defects of eyesight and hearing, of adenoid growths, etc., also of ill-devised school buildings. Even if the doctor could not prescribe medicines, he could bring things to notice.

Mr. Sanderson desired to add the examination of teeth to the resolution. The following resolution was then carried *nem con.*

Resolution.—The Conference recommend that :—

(i) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school.

(ii) The said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories.

(iii) Provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

FORMS OF AGREEMENT.

The Lord Bishop of Bombay brought forward the question of the form of agreements for building grants. He read a letter from the Lord Bishop of Lucknow, with which he cordially agreed, which dwelt on the possibility of depreciation of property with reference to the refund of grants, and to the desirability of clearing all liability within a specified period. The Directors generally agreed, Mr. Küchler remarking that their trust deeds in Bengal were under revision. Dr. Bourne said they already had the power to alter trust deeds ; and that the deeds in Madras now referred to a period of 20 years. The general sense of the Conference was expressed as follows :—

It was the sense of the Conference that the form of Trust Deed executed in reference to a building grant should be revised so as to allow for depreciation of the building and the clearance of all liability within a fixed term of years.

MORAL INSTRUCTION.

Mr. Walter Wood raised the question of moral instruction. The curricula did not shew this subject. Could not some portion of time be devoted to it. Sir Harcourt Butler explained that in denominational institutions religious teaching is given—the best means, in the opinion of many, of inculcating morality. As to other schools, Mr. Arden Wood said that in the Calcutta Martinière a time is set apart for undenominational religious instruction, there are services in the chapel and the clergy of various denominations have entry into the school ; and Mr. Hallward stated that, of the two Government schools in Bengal, the headmaster and selected assistants give scripture lessons on Sunday in the Victoria School, and there were services in the chapel, while he believed that similar lessons were given at the Dow Hill School. Mr. Walter Wood explained that what he meant was rather the elevation of the moral tone than religious instruction ; the home influences were not always what could be desired. Sir Harcourt Butler said he was sure all were agreed with Mr. Walter Wood that the most essential part of education is the development of character. In every country this was now becoming recognised. The subject was hardly a suitable one for a resolution ; but he was sure that, in any reforms which might eventuate from the proposals of the Conference, the Directors of Public Instruction would pay the greatest attention to the matter.

ADMINISTRATION AND INSPECTION.

Sir Harcourt Butler said that in some of the papers sent in there were remarks about Inspectors interfering in details, the necessity for Assistant Inspectors, the duty of the Inspector as the friend of the teacher, etc. Under present circumstances inspection had to assume a somewhat rigid form. But he had not heard complaints. And, as more money was given out and schools consequently grew more efficient, the necessity for this rigidity would decrease. The meetings of this Conference in themselves were calculated to dissipate any feeling on the subject. As to the proposal for a Chief Inspector of European Schools, to be attached to the Government of India, he hoped it would not be brought forward, for it could only be rejected. Such an arrangement would be unpalatable to the Local Governments and would lead to friction. India was too big a country for any Chief Inspector of a branch of education.

Mr. Pakenham Walsh said they wanted some permanency in the inspecting staff. Expert knowledge regarding European education was required. Again, he found that the pressure of work on inspectors was enormous. Mr. Madge pointed out that continuity of work was impossible under existing circumstances. Inspectors generally knew the conditions of Indian schools; but they did not remain long enough in a province to acquaint themselves with those of European schools. He would not now press the resolution passed by the Calcutta Committee. But, if this were not accepted, there would be great disappointment. Mr. Küchler declared that Directors would prefer a permanent man who knew his work. He admitted they had sinned in this respect in Bengal; but that was not the Director's fault; they had been short-handed. At one time they had had men like Messrs. Nash and Bamford who had long remained in the post. And he was glad to say they were now recruiting in England a specially trained man to take up this work. Dr. Bourne said Madras had led in the number of changes, but they had been inevitable—ill-health, etc. But they had also led in securing the services of a specially trained man. The chief evil however was the constant change, not in the inspecting, but in the teaching staff. And it was a question whether it was good for a man to go on a long time at the same job. That might be a pleasing arrangement for the schools; the new man told them what was wrong; and this they disliked.

Mr. Küchler hoped there would be a resolution for strengthening the staff. Mr. Covernton said they had an Inspector of European and Training schools in Burma; and the two tasks were too heavy; he would like a man who would devote his whole time to European schools. Against the suggestion that in some provinces there would not be enough work for a whole-time Inspector, Mr. Küchler said that if the present proposals were carried out there would be plenty of work even if the schools were few.

Mr. Lee said there were some curious features in the present system. First, the method of selection seemed to be haphazard or for the convenience of the Indian Educational Service officers rather than for their fitness for the appointment. In spite of it they got some good men. But if suitable men were not available in the country it was better to import a specialist. Second, much of an Inspector's time was taken up in clerical work, which a less qualified man could do—*e.g.*, transfers. Mr. Madge asked if Resolution VI of the Calcutta Committee could be carried out. But it was pointed out that this dropped in view of the resolutions passed concerning examinations.

The following resolution was carried *nem con.*

Resolution.—The Conference recommend that the inspecting staff should be increased, that the Inspector of European Schools should wherever possible be a whole-time Inspector, and that Inspectors of European Schools should, if possible, be appointed for a term of five years.

Sir Harcourt Butler invited the members to bring forward any other subjects.

PROVINCIALISATION OF SCHOOLS.

Mr. Walter Wood asked if the Directors would have any objection to taking over railway schools if this involved no extra charge. Others said these schools were particularly in need of help and advice, that these would be obtained under the department, and that money required for improvements effected by the Local Government would somehow be found. Sir Harcourt Butler said the principle was private enterprise and Government inspection; the inspectors already attended to these schools; what was now wanted was larger grants-in-aid. Dr. Bourne said the railway officers were on the spot and often took great interest in the schools; it would be a serious loss if they were relieved of these duties. Mr. Walter Wood thereupon withdrew the suggestion, though still thinking the schools would be better managed if handed to the department.

STANDING CONSULTATIVE COMMITTEE.

Dr. Francis raised the question of a Consultative Committee treated of in Resolution XIV of the Calcutta Committee. He cited the analogy of the Educational Syndicate in Burma. It might be well to have an imperial committee to

which Local Governments could refer for advice; the work could be done mainly through correspondence. Also, such a committee would keep the proposals of the Conference prominent before Government. All the resolutions now passed had practically been passed on previous occasions but little had been done. Now they were convinced that Government was in earnest; any hesitation they might have had on that score had disappeared.

Sir Harcourt Butler doubted if a Central Committee was feasible. Mr. Pakenham Walsh suggested "Consultative Committees for convenient areas"—a proposal accepted by Dr. Francis.

Dr. Bourne opposed the motion on the score that it was a new departure for Government to invite such a committee and might not commend itself to Local Governments. The Burma Syndicate was an exception but was understood not to be a success. If the committee formed itself, Government would pay all attention to its views. The precedent would find imitators. Mr. Walter Wood thought Directors might reasonably object. Mr. Rocksborough-Smith said they had formed a committee of managers of schools in Rangoon, which had sent recommendations to the Director. It should be a voluntary affair.

The general sense of the non-official members was invited. They were unanimously of opinion that Syndicates or Consultative Committees for convenient areas should be formed to assist in giving effect to the recommendations of this Conference in due course.

URGENCY OF MEASURES.

The Lord Bishop of Bombay proposed a resolution dealing with the relative importance of the proposals which had been made. He thought that a mass of resolutions, if presented to a sensible body of persons without discrimination of their urgency from the financial point of view, was calculated to create a feeling of oppression. Mr. Madge and Mr. Lee strongly agreed. The following resolution was unanimously carried :—

Resolution.—The Conference express the opinion that of the resolutions of this Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school and the improvement of the pay and prospects of the teachers

INSTRUCTION IN TEMPERANCE.

Sixth day, Saturday, 27th July 1912.

The Lord Bishop of Lahore said the question of teaching temperance was a most important one, as Mr. Walter Wood would testify. It might be objected that the curriculum was already overloaded but the matter was one of such vital importance that it could not be omitted. They had heard much of practical education; this was the most practical part of all. The test of the system is the formation of character. Were they to say that they could not find place for this? Whatever we wanted to do we could make time in our lives to accomplish. He moved a resolution.

Messrs. Madge, Abbott and Walter Wood strongly supported. Mr. Manley mentioned that the great advance in temperance in America was due to scientific instruction in schools. He drew attention to a syllabus of temperance lessons appended to the note which had been sent in by Mrs. Denning (Appendix 25). The whole thing could be compressed into three lessons a year. Lieutenant Spiegelhalter also strongly supported the resolution and instanced the effect of lessons given once a week in Army Schools with special emphasis upon the physiological aspect.

The following resolution was unanimously passed :—

Resolution.—The Conference, recognising the disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aims most directly at the improvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the

effects of alcohol on the human body ; and they desire to draw the special attention of Government to this very important matter.

EDUCATION OF WOMEN.

Sir Harcourt Butler said that he gathered from private conversation with members that there was a feeling that it was not necessary to take up this important subject separately. The state of things was better in girls' schools than in boys' schools, mainly because it was easier to obtain lady teachers. There was general agreement and the following resolution was unanimously carried :—

Resolution.—The Conference are of opinion that inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces.

The Lord Bishop of Bombay proposed a resolution emphasising the most urgent needs upon the lines of that which the Conference had carried regarding the education of boys. The resolution was unanimously carried.

Resolution.—The Conference are of opinion that the two most urgent problems in the case of girls, as in the case of boys, are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers.

The Lord Bishop of Bombay said there was an idea that the training of women should be separately treated. Mr. Sharp explained the existing facilities and showed that training classes for women and those under training were more numerous than in the case of men. Dr. Bourne said that Madras would probably not welcome a central college. They had mission bodies who carried training almost up to the collegiate stage. The missions were at present waiting to see if Government intended any action and they probably hoped that no action would be taken. Objections raised to women proceeding to England for training would apply with equal force to a central institution. Mr. Küchler agreed that the work should be left to private effort, especially higher grade training. In answer to a strong popular demand it was proposed to open an institution for secondary teachers at the Dow Hill School (a Government institution) ; but if Government did not do this, private bodies would take the matter up. Mr. Hallward, agreeing with Mr. Küchler, said the institution of a central college would divert money from local institutions and urged the claims of the Kurseong Training College, left stranded for seven years. Mr. Covernton said that ladies in Burma who wish to be trained went to the Anglo-Vernacular training schools for Indians but were lodged in separate schools and convents. He agreed generally with Messrs. Bourne and Küchler. Mr. De la Fosse said the United Provinces had more than ample provision. The All-Saints Diocesan Class admits intermediate students. The Woodstock school admits graduates and will soon be affiliated up to the L.T. Standard. The Isabella Thoburn College has primary and secondary classes for training. Ladies likewise attend the Government Training College at Allahabad. They were turning out 20 to 25 trained mistresses a year. This exceeded the needs of the province ; and they were supplying the needs of other provinces. He had been asked by a private manager to oppose any scheme for a Government institution since private enterprise sufficed. Mr. Prior said there were three classes in Bombay. They wanted no more ; but a larger number of stipends and salary grants would be useful. Mr. Wright said that three ladies had passed in the first division at the Lahore Training College. Others attended the winter session and they had 30 lady students at Saint Bede's. There was no Anglican training institution. That at Auckland House had failed for want of pupils. The Lord Bishop of Lahore said that St. Bede's was an excellent institution and he admitted there was no room for a new training school. At the same time the conditions at St. Bede's were not satisfactory from the point of view of Anglicans. He would like to see a denominational hostel.* Mr. Spence said that

* The Bishop of Lahore subsequently gave the following figures in illustration of his argument :

Denomination					Number of pupils at St. Bede's.
Roman Catholics	...	...	...	...	15
Church of England	...	...	...	...	13
Other Protestants	...	...	...	...	1
			Total	...	29

the development of classes in other provinces would sufficiently meet the needs of the Central Provinces. Mr. Manley said the requests made were all for strengthening provincial schools. He had received many letters on the subject but none recommended a central college. The Isabella Thoburn College was an example of harmonious working between Indian Christian and European women.

The following resolution was unanimously carried :—

Resolution.—The Conference are of opinion that no new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it, of hostels for the use of members of other denominations or that in some way or other due provision be made for their training.

Mr. Pakenham Walsh pointed out that no lady representative was present, Could they consult lady representatives as to whether the resolutions they had passed—that for instance regarding the bifurcation of studies—would suit schools for girls ?

After some discussion the following resolution was unanimously passed :—

Resolution.—The Conference recommend that the applicability to schools for girls of the recommendations of this Conference in connection with the classification of schools, the curricula, examinations and scholarships be referred to Local Governments for further consideration after consultation with experts in the education of girls.

Sir Harcourt Butler put forward a personal view. In his personal experience going round India he often thought that girls in schools looked over-worked. He did not, however, feel that he had sufficiently intimate experience to know whether this was a general complaint, or well founded. Mr. Arden Wood agreed that the point was a most important one. In India the hours fixed for girls' schools were the same as for boys' schools. In England this was not the case. After some discussion on this subject the general sense of the Conference was expressed as follows :—

It was the sense of the Conference that it was very important to save the girls from mental and physical pressure.

Mr. de la Fosse said it was necessary to consider the question of sending girls to England with scholarships. The Bishop of Lahore declared that this would be a great encouragement. Mr. Prior objected on the score of expense and the waste of money entailed if the girl married. After some further discussion, however, the following resolution was unanimously carried :—

Resolution.—The Conference recommend that the Government should be asked favourably to consider the grant of scholarships for girls tenable abroad.

CONCLUSION.

At the conclusion of the Conference Sir Harcourt Butler spoke as follows : —

"Before we separate I must thank you for your valuable assistance. We owe a great debt to the Calcutta Committee for their preliminary clearing of the ground and I desire on behalf of us all to thank the Ven'ble Archdeacon of Calcutta, the Revd. Mr. Gillan, Dr. Francis and Mr. Manley, the Hon'ble Mr. Madge and Messrs. Milne, Bovia McClain, Williams, Arden Wood and Lee for their labours which have so materially lightened our own. Then I am sure that I am only expressing the thoughts of you all when I thank Mr. Sharp for his help and courtesy and his promptitude in getting our proceedings recorded. I have been a Secretary to a Commission myself and I know what a strain it is after a day's proceedings to get them upon record so as to be printed the next day. I think that we all feel that the Conference has been a signal success, and that it will be a landmark in the history of education. We part not only with greater knowledge on the subjects which we have discussed, but with a whole-hearted desire for co-operation. There are amongst us differences of opinion in matters of conscience which we respect in one another ; but I know I am expressing the conviction of every man here when I say that as we reflect on the

wide range of reforms which we have passed in view, and the many children who have to be reclaimed to education, we are profoundly convinced that there is room for all, each working on his own lines with the hearty goodwill of the rest. And I am authorised to state that the Most Reverend Archbishop Kenealy, Dr. Francis and Mr. Arden Wood have met and exchanged views and explanations and there is now complete understanding between them and a desire to co-operate in every possible way.

"Gentlemen, I cannot say what will be the fate of all the resolutions which you have passed, but I can say this, that they will be very sympathetically regarded by the Government of India, in the light of the advice which we receive from Local Governments and with regard to the financial position But if the Government of India and the Local Governments do their part, you, the representatives and exponents of private effort, must do your part and the community itself must do its part. It has always been your proud determination to rely on the principle of self-help. You will not, I am well assured, relax your efforts. In the course of the proceedings I was asked whether the policy of Government in respect to private enterprise had changed. I replied emphatically in the negative. It is inevitable, it is the desire of you all, that the Government should undertake certain functions and services which it alone can perform satisfactorily but we must rely in the main upon private enterprise. And when I reflect upon what you have done, under the difficulties of existing conditions, when I see the enthusiasm and devotion which animates you, I confess that my imagination is fired by the prospect of future possibilities under conditions which we may reasonably hope to be more favourable. Gentlemen, I thank you once more and I bid you good-bye and god-speed."

The Lord Bishop of Bombay then moved the following resolutions.

Resolution.—The Conference desire to express their gratitude to the Government of India, through the Hon'ble Member for Education, for summoning this Conference and for the strong and practical interest in the education of the domiciled community which the Government of India has thereby shown;

And, further, the Conference desire to express to Sir Harcourt Butler their cordial sense of his courtesy and sympathy in the conduct of its deliberations which have contributed greatly to the spirit and value of these deliberations.

On behalf of the Conference he expressed his gratitude to the Government of India for calling the Conference and to the chairman for the manner in which he had presided over it. He had been impressed by hearing the news of the experts of the education department and those of the representatives of the domiciled community. He desired to echo certain views which had fallen from the Chairman. He had never harboured any feelings but those of admiration for the zeal of the teachers and the efficiency of the schools of the Roman Communion. He had never said a word in public except in praise of their schools and it had been a great pleasure to him to meet in the same room with their representatives and to hear their difficulties and their opinions on the subject of education. They had been assured that the course of education of the community would remain in the future as in the past largely in the hands of religious bodies These religious bodies undertook it because they felt that for all communities—and for this perhaps more than others, religion was the atmosphere within which education was best given. He recognised with gratitude the work of every religious body in this field. His Lordship concluded with a tribute to the Chairman who bore a name honoured in the annals of English scholarship and whose accession to office had been greeted with pleasure and hope.

Father Vander Schueren associated himself with the Bishop of Bombay, thanked him for the very kind words which he had spoken in respect of the community which he represented and assured him that the feelings which he had expressed were heartily reciprocated. There was room for all denominations in India. Everyone, to whatever denomination he belonged, who came out to India, came to work for the good of the people of India, the domiciled and also the Indian community. He expressed his satisfaction at the statement that His Grace the Archbishop and Dr. Francis and Mr. Arden Wood had met. The Catholic representatives had been exceedingly pleased with the way in

which they had been received at this Conference. He hoped that all would now go forth arm in arm to work for the good of the domiciled community.

The Hon'ble Mr. Madge said that with the domiciled community education was a matter of life and death, and though that community had never doubted the sincerity of Government at all times, in desiring to promote their welfare in every way possible, some of them had feared that owing to changes of officials and one cause and another, that sincerity had retained a kind of theoretical aspect, which had not always been realised in practice though efforts had been made to realise it. On this occasion it had attained the most practical form it had ever attained and on behalf of his community he felt deeply thankful. Some of his hopes had not been entirely realised but that did not interfere with his real thankfulness.

Dr. Francis associated himself and Sir Robert Laidlaw whom he represented at the Conference and all the promoters of the fund with what had fallen from the Bishop of Bombay as expressing his attitude towards the Roman Catholic Church and its educational efforts on behalf of the community. That had been and always would be their attitude towards their Roman Catholic Brethren.

Sir Harcourt Butler briefly thanked the Conference and paid a tribute to the harmonious spirit in which they had met and conducted their proceedings.

IV.—Resolutions of the Conference.

Resolution I. Compulsory Education. Page 3.—The Conference desire to press upon the attention of Government their opinion that the introduction of compulsory education is necessary to secure that certain classes of the domiciled community, in their own interests and in those of the general public, attend school. They recognise that this will involve the introduction of free education for all who cannot pay fees.

Resolution II. Grading of Schools. Page 8.—The Conference recommend to the attention of Government that :—

(i) The great majority of the high schools for boys in India should adopt a more definitely modern and practical curriculum, such as is referred to in the resolutions of the Calcutta Committee as " secondary ";

(ii) Besides these schools a few schools are required with a curriculum leading to the universities and liberal professions, to be called " Collegiate Schools ", but to be schools and not colleges ;

(iii) Government should be invited to determine, in consultation with the managers of schools, what existing schools should be collegiate schools, or whether new schools should be founded.

Resolution III. Remuneration of Teachers. Page 14.—The Conference recommend that :—

(i) Salaries of teachers need to be raised, teachers whether recruited in England or in India should in all cases be given incremental salaries reaching a maximum as a rule in ten years ; generally speaking initial salaries are insufficient, and it should be obligatory on all schools to start provident funds.

(ii) Government be urged to make grants to these ends.

(iii) Free education or education at special rates should be obligatory in Government schools and recommended to aided schools for the children of teachers in active employment in those schools.

Resolution IV. Training of Teachers. Page 18.—The Conference recommend to the attention of Government that :—

(i) In view of the provision necessary for the large numbers of children of school-going age at present attending no school, of the numbers of untrained teachers at present in the schools, of the probability of male teachers replacing to some extent women teachers if salaries are raised, and of the attractions of higher salaries generally, a Government training college or colleges for men be established as early as possible at suitable centres.

(ii) It was considered that the first new Government training college should be established at Bangalore.

(iii) One scholarship to be held abroad should be given to a member of the domiciled community in each major province in every year and in other provinces as necessary.

(iv) So long as Government recognise the necessity, a certain number of studentships be created for men and women of approved educational qualifications for the purpose of training as teachers abroad, and such studentships should cover all expenses of passage, maintenance and training; provided that this would not prejudice the resolution (iii) already carried.

Resolution V. Collegiate Education. Page 21.—The conference recommend to Government that :—

(i) A separate University arts college should be instituted, either affiliated, if possible, to a Western university or self-contained and conferring its own degrees.

(ii) If this be found to be impracticable, there be added in connection with at least one of the training colleges for teachers, arts and science graduate courses

both for the advantage of the candidates for the teaching diplomas and also for such other Anglo-Indian students as desire to take advantage of them; and the college be affiliated to a recognised university.

(iii) In addition, that good hostels for the members of the domiciled community be erected in connection with existing colleges, where such are required.

(iv) One great obstacle to the spread of higher education among the domiciled community is the belief common amongst them that avenues of employment formerly open have been closed to them; in the interests of the spread of higher education Government should be asked to institute an inquiry as to whether the belief in question is well founded, and, if that is shown to be the case, steps should be taken to provide the remedy.

Resolution VI. Grants-in-aid. Page 26.—The Conference are strongly of opinion that:—

(i) The Government grants to schools should be of such amount and given in such a way as to enable all schools, that are recognised by the provincial education departments as necessary, to be efficient in the grade in which they are classed.

(ii) The auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

(iii) Provided all school accounts are complete and audited by a properly qualified person, the income and expenditure of every school should be budgeted for a period of one or more years and the Government grant should be calculated to be of such definite total sum as, with the estimated income from other sources, will be sufficient to enable the total income to equal the expenditure necessary to make the school work efficiently.

Resolution VII. Concentration of schools Page 26.—The Conference resolve that concentration of schools is desirable where possible.

Resolution VIII. Examinations and Certificates. Page 31.—The Conference are of opinion that:—

(i) Two kinds of Government certificates should be awarded to the pupils of secondary schools: *First School Certificates* and *Leaving Certificates.*

The First School Certificate should be awarded to those pupils whose school records show:—

(*a*) that they have been in regular attendance at a secondary school for at least three years;

(*b*) that they have completed an approved course of general education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

The Leaving Certificate should be awarded to those pupils whose school records show:—

(*a*) that they have been in regular attendance at a secondary school for two years after obtaining the First School Certificate;

(*b*) that they have completed an approved further course of education as set forth in their school record;

(*c*) that they have passed the recognised external examination in the subjects prescribed by the department.

(ii) For the present the Cambridge University Junior School Certificate Examination or the Cambridge Senior* Local Examination be the recognised

*Before these resolutions were finally passed, all mention of the Cambridge Junior Local Examination was omitted, at the suggestion of certain members. Mr. Arden Wood, when looking over the proof, pointed out that this was incorrect, and that in (ii), "Senior" in the second line should read "Junior", and that, in (iii) "Senior" in the last line should be omitted. Mr. Rocksborough Smith also drew attention to the error.

external examination for the *First School Certificate*, and the Cambridge University Senior School Certificate Examination or the Cambridge University Higher Local Examination or the Cambridge Senior Local Examination be the recognised external examination for the *Leaving Certificate.*

(iii) The pupils in high and collegiate schools should be submitted to no other external examinations than those mentioned above. And no school shall without special sanction offer candidates for both the Cambridge School Certificates and the Cambridge Senior* Local Examinations.

(iv) The Government should take action to secure—

(*a*) That the Leaving Certificates of high and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in specified grades in the departments of Government.

(*b*) That the Leaving Certificates of collegiate schools shall confer exemption from such preliminary examination of professional and other bodies as it may be possible to arrange.

Resolution IX. Award of Scholarships. Page 33—The Conference are of opinion that it must be left to the departments to decide the best way in which to award scholarships, but they record a strong opinion that boys and girls of 11 and 12 years of age ought not to be submitted to the strain of a competitive examination.

Resolution X. Special Scholarships for Soldiers' children. Page 33.—The Conference are of opinion that, in view of the fact that the children of soldiers serving in India are placed at a disadvantage as compared with those at home owing to the latter being eligible to compete for County Council and other scholarships at secondary schools, a certain number of free pupilships in high schools should be awarded to children attending regimental schools in India.

Resolution XI. Medical inspection and supervision. Page 34.—The Conference recommend that :—

(i) Government should appoint medical officers who shall examine at least once during each school term the pupils in each school.

(ii) The said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories.

(iii) Provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

Resolution XII. Administration and Inspection. Page 35.—The Conference recommend that the inspecting staff should be increased, that the Inspector of European Schools should wherever possible be a whole-time Inspector, and that Inspectors of European Schools should, if possible, be appointed for a term of five years.

Resolution XIII. Urgency of Measures. Page 36.—The Conference express the opinion that of the resolutions of this Conference for which financial aid will be required, the most urgent are the education of those children who do not at present attend school, and the improvement of the pay and prospects of the teachers.

Resolution XIV. Instruction in Temperance. Page 36.—The Conference, recognising disastrous results of intemperance, and being convinced that no part of education is more truly practical than that which aimsmost directly at the imporvement of moral character and the formation of strong and good habits in the young members of any community, earnestly recommend that in courses of instruction in general hygiene and physiology there be included special instruction in temperance and the effects of alcohol on the human body; and they desire to draw the special attention of Government to this very important matter.

Resolution XV. Education of Women. Page 37.—The Conference consider that:—

(i) Inasmuch as a great many of their recommendations in regard to the education of boys apply *mutatis mutandis* to girls, a separate All-India Conference on the education of girls is not necessary, though local conferences may be desirable in some provinces.

(ii) The two most urgent problems in the case of girls as in the case of boys are the extension of education among the illiterate, and the improvement of the pay and prospects of teachers.

(iii) No new Government central training college is required in the case of girls; but all encouragement should be given to existing institutions, it being secured that in any province in which all training is in the hands of one denomination, facilities should be given for the erection in connection with it of hostels for the use of members of other denominations or that in some way or other due provision be made for their training.

(iv) The applicability to schools for girls of the recommendations of this Conference in connection with the classification of schools, the curricula, examinations and scholarships be referred to Local Governments for further consideration after consultation with experts in the education of girls.

(v) The Government should be asked favourably to consider the grant of scholarships for girls tenable abroad.

APPENDIX 1.

Resolutions passed by the Calcutta Committee.

Letter from W. A. Lee, Esq., Calcutta, dated the 12th July 1912.

I beg to thank you for papers you have kindly sent, with reference to the forthcoming Conference.

As there is so much diversity of opinion with respect to many of the matters mentioned in the Agenda, the members of the Conference who are in Caloutta have met together here so as to discuss the subjects which are to be considered by the Conference, and if possible obtain some measure of agreement and save time when the Conference meets.

Those who have so met here are:—Ven. Archdeacon W. J. Wickins, Rev. D. H. Gillan, Rev. Dr. Alex. Francis, Rev. E. Manley, Hon. Mr. W. C. Madge, Mr. W. P. Milne, Mr. Bovia McClain, Mr. S. C. Williams, Mr. W. H. Arden Wood, and the undersigned, and also, at the earlier meetings, until he left Calcutta, the Rev. Father T. Vander Schueren, S. J.

In order the better to indicate the points on which substantial agreement has been reached, and to make these preliminary discussions more useful to the Government, the enclosed resolutions have been drawn up, and I am asked to say that it is desired to propose them, as a basis for discussion, at the Conference.

I am to regret that it has not been possible to send these resolutions earlier, but they were only drawn, in their present form, yesterday.

Grading of Schools.

I. Whereas in the grading of schools it is necessary to take into account that an education of secondary character is necessary for the children of the domiciled community;

The Committee recommends:—

1. That all recognised "European" schools be graded as follows:—

   (*a*) preparatory schools, which should consist of a kindergarten department and the additional classes necessary to carry on the pupils up to the age of nine, but which should also have one or more of the first three classes of a secondary school when in the opinion of the education department local conditions make this desirable.

   (*b*) secondary schools, intended to provide a complete course of general education extending to about the age of 18, in the two highest classes of which specialization should be permitted with a view to the preparation of pupils for commercial careers.

   (*c*) collegiate schools, strictly limited in number, intended to provide an education of wider scope, in the two highest classes of which specialization should be permitted with a view to the preparation of pupils for professional and other careers.

2. That there should be a sufficient number of tuition and maintenance scholarships to meet the case of necessitous pupils in preparatory and secondary schools.

Proposed by.....

Seconded by.....

Preparatory Schools.

II. Whereas a satisfactory system of secondary education must depend very largely for its efficiency and success on a satisfactory system of preparatory school education, and whereas with few exceptions the present elementary schools are by reason of exceptional difficulties not in a satisfactory condition;

The Committee recommends:—

That the Government shall provide skilled advice and assistance and liberal financial help with a view to the more efficient staffing and economical management of preparatory schools.

Proposed by.....

Seconded by.....

Secondary and Collegiate Schools.

III. Whereas the best educational results can be most economically obtained in schools which have a large number of pupils and a proportionately large staff of competent teachers;

The Committee recommends:—

1. That the influence of the Government be used to secure by the amalgamation of schools or otherwise, that all recognized secondary schools should be large enough to admit of the maximum of efficiency at the minimum of cost:—

2. (*a*) That the Government provide the requisite number of Collegiate Schools, each of which should contain not less than 300 pupils, (1) by taking over and raising to a proper status the necessary number of existing schools, or (2) by the establishment of new schools.

(*b*) That the staffs of these schools should be sufficient in number to allow of parallel forms whenever required, and strong enough in qualifications to give advanced teaching to the pupils in the highest classes.

(*c*) That the tuition fees in these schools should be such as to ensure that a proper proportion of the cost be borne by those who take advantage of them; and that a sufficient number of scholarships should be provided to meet the case of necessitous pupils of exceptional ability.

(*d*) That doctrinal religious teaching be provided by giving ministers of religion the "right of entry," and by the recognition of denominational hostels.

Proposed by.....

Seconded by.....

Education Code and School Certificate.

IV. Whereas it is expedient that all the schools of the domiciled community should be related together in a common system with uniformity of classification, educational standards, and methods of instruction;

The Committee recommends:—

1. That the Government should formulate and issue a new education code, applicable to all "European" schools in British India and Burma.

2. That, except in the case of examinations for the award of entrance scholarships, the pupils in secondary schools should be submitted to no external examinations other than those necessary for the award of the certificates referred to under (*a*) and (*b*) below :—

(*a*) During the school course a certificate, based upon both examination and inspection, the school record of each pupil, and the opinion of his or her teachers, should be awarded by Government to approved pupils who have reached a class in which the average age is 16, and who have been in attendance at a secondary school for at least three years ;

(*b*) At the end of the school course certificates should also be awarded by the Government, under similar conditions, to pupils leaving the highest classes of both secondary and higher secondary schools.

Proposed by.....

Seconded by.....

Recognition of Leaving Certificates.

V. Whereas it is desirable that the leaving certificates of secondary and collegiate schools should have a definite declared and accepted value ;

The Committee recommends :—

That the Government should take action to secure—

1. That the leaving certificates of secondary and collegiate schools shall be accepted as a preliminary educational qualification for admission to service in the departments of Government.

2. That the leaving certificates of secondary schools shall confer exemption from the matriculation examination of Indian Universities.

3. That the leaving certificates of collegiate schools shall confer exemption from the intermediate examination of Indian universities, and shall be accepted by English universities and professional bodies as having equal value with the Oxford and Cambridge University Senior Examination Certificates.

Proposed by.....

Seconded by.....

Inspection.

VI. Whereas it is expedient to secure an improved system of school inspection, and of external examination ;

The Committee recommends :—

1. That all inspectors be appointed by the Government of India, and retained in a separate service under the control of a chief inspector.

2. That the inspectors in their corporate capacity should be qualified to conduct the examinations for the school certificates if and when the Government deem that course expedient.

Proposed by.....

Seconded by.....

Medical Examination.

VII. Whereas, owing to the lack of medical attention, many children are prevented by physical defects or by illness from taking full advantage of their educational opportunities;

The Committee recommends:—

1. That Government should appoint medical officers who shall examine at least once during each school term the pupils in each school.

2. That the said medical officers should have statutory powers to enforce regulations regarding sanitary or hygienic arrangements in school buildings and dormitories.

3. That provision be made to give gratuitous medical treatment (including the furnishing of spectacles) to necessitous pupils.

Proposed by.....

Seconded by.....

Audit.

VIII. That the auditing of accounts of European schools should be made a distinct and separate function of the Accounts Department, and either a single auditor appointed for all India, or separate auditors for each province or each inspectional jurisdiction, as the Government may think necessary, and the school audit should be conducted on the school premises.

Proposed by.....

Seconded by.....

Scholarships tenable out of India.

IX. Whereas it should be possible for the pupils of special ability on leaving collegiate schools to proceed to a university degree or professional diploma;

And whereas the Indian universities are not fully adapted to the requirements of European and Anglo-Indian students;

The Committee recommends:—

That the Government should increase the number of university scholarships tenable at improved institutions in Great Britain or elsewhere.

Proposed by.....

Seconded by.....

Central College.

X. Whereas the domiciled community is placed at a serious disadvantage by reason of the lack of facilities for higher education specially suited to their needs;

And whereas it is necessary that better facilities than at present exist for the training of teachers for all grades of schools should be immediately provided; and whereas one central college would probably suffice to accommodate

for many years all the candidates for training as teachers, and that a large college would enable an adequate staff to be employed at a minimum cost per student;

The Committee recommends:—

1. That the Government should establish a central college for men and women, which should provide instruction of a university character in the subjects of a liberal education, and should also provide the special instruction required for the training of teachers.

2. That the leaving certificate of collegiate schools should be accepted in lieu of the college entrance examination.

3. That the course of training and education should extend over three years.

4. That the central college should receive authority to confer degrees.

5. That there be awarded at the termination of the College training course for teachers two grades of diplomas, that only the holders of the higher diploma should be qualified to teach in a collegiate school, and that there should be a special diploma for kindergarten teachers.

6. That there be attached to the college separate hostels for men and women, and also practising schools.

7. That there should be provided a sufficient number of scholarships tenable at the college by men and women students.

Proposed by.....

Seconded by.....

Technical Education.

XI. Whereas it is desirable to increase and widen the avenues of employment for the domiciled community, especially in view of the probability of considerable industrial expansion in India in the near future;

The Committee recommends:—

That the Government of India should undertake the consideration of more comprehensive schemes for the development of technical and industrial education for both sexes of the domiciled community.

Proposed by.....

Seconded by.....

Eligibility for Admission to Schools.

XII. Whereas there is reason to believe that many children who are of pure Indian descent are now admitted as Anglo Indians to "European" schools;

The Committee recommends:—

That the Government should either take steps to enforce a more rigorous application of the definition of the term "European" as it appears in the Code for "European" schools, or should frame and rigorously apply a new definition.

Proposed by.....

Seconded by.....

Commission of Inquiry.

XIII. Whereas the necessary improvement of "European" education cannot be satisfactorily effected without more extensive and detailed information than is at present available;

The Committee recommends:—

That the Government should appoint a small Commission of Inquiry to report upon the present condition of all schools, and to make recommendations to the Government regarding their place in an organized system of "European" education.

Proposed by..... .....

Seconded by.....

Consultative Committee.

XIV. Whereas it is desirable that the Government, in giving effect to the recommendations of this Committee, and of the Commission of Inquiry, should be able to consult at will a body representing the educational interests of the domiciled community;

The Committee recommends:—

That a Consultative Committee, to act until the further orders of the Government, be appointed by the Government from among the members of the Conference.

Proposed by.....

Seconded by.....

APPENDIX 2.

Resolutions passed by the Anglo-Indian Association.

The following Resolutions were unanimously passed at the Mass Meeting held at the Dalhousie Institute on Friday, the 12th July 1912.

1. *Resolved*, that this public meeting of the Anglo-Indian community in Calcutta, expresses its appreciation of the interest shown by the Government of India in the welfare of the community as indicated by the summoning of the Simla "Conference on the education of the children of the domiciled community."

Proposed by THE HON'BLE MR. W. C. MADGE, C.I.E.,

Seconded by THE REV. MR. MACRAE.

2. *Resolved*, that this meeting considers that the Government of India should take such steps as may be found sufficient and practicable to prevent others than Anglo-Indian children from being admitted as Anglo-Indians to "European" schools.

Proposed by DR. CHAMBERS,

Seconded by MR. H. MORENO.

3. *Resolved*, that this meeting is strongly of opinion that the Government of India should take steps to ensure that every child of the domiciled community of school-going age shall attend school, and, to that end, should provide assistance from Imperial revenues to parents who cannot, through poverty, meet the cost of the education of their children; and, further, that the Government should provide for Anglo-Indian facilities for higher education equal to those provided at Government colleges and schools.

Proposed by MR. G. O. SMALL,

Seconded by MR. J. H. RUNDLETT.

4. *Resolved*, that this meeting do respectfully urge the Government to make a more liberal provision of scholarships tenable in Great Britain or elsewhere by young men and young women of the domiciled community who have shown special promise in the course of their school education, and that some of these scholarships shall cover the total cost of education and that others shall meet the case of such parents as are able to bear a part of the cost, but not the whole.

Proposed by CAPTAIN W. J. CLIFFORD,

Seconded by MR. J. M. MENDES.

5. *Resolved*, that the Chairman be requested to send a copy of the Resolutions of this meeting to the Hon'ble Sir Harcourt Butler, Education Member of the Viceroy's Council.

Proposed by Mr. W. P. MILNE,

Seconded by MR. R. CAUTY.

T. A. MILNE,

Honorary Secretary.

CALCUTTA:
The 13th July 1912.

W. C. MADGE, *President,*

Anglo-Indian Association.

APPENDIX 3.

Memorandum drawn up by the Anglo-Indian Association, Punjab and the North-West Frontier Province.

The Provincial Committee of the Anglo-Indian Association, Punjab, having learnt that the Government of India have summoned a Conference to enquire into the question of the education of Europeans and Anglo-Indians, venture, after giving several aspects of the question their serious consideration, to urge the following points:—

Remuneration of teachers.—At present there is no recognized scale; schools offer just what they please, or what they can afford, some with and some without board, some are resident, some non-resident. There is now no reason why Government should not fix a scale of pay for teachers, seeing that in the Punjab, at least, it contributes largely towards the training of teachers—men (at Sanawar) and women (at Simla). If a school is really unable to pay the salary prescribed it should, on the recommendation of the inspector, receive a grant sufficient to make up a deficit caused by the fixing of salaries.

Scale.—The educational test required for admission to the training institutions at Sanawar and Simla is the High School examination, and after the completion of the course the teacher is entitled to a second grade certificate qualifying to teach up to the Middle standard. On passing the First Arts (Intermediate) examination the teacher becomes entitled to a first grade certificate and is competent to teach up to the High standard. Scales of pay vary so much, and are often so low, that there is little to tempt teachers to adopt teaching as a profession. A second grade teacher should start on Rs. 100 with board and quarters, and after two years, supposing that the inspector's report is favourable, increments at Rs. 10 a year should begin, until the maximum of Rs. 150 is reached. A first grade teacher should start on Rs. 125 and in the same way rise to Rs. 200. The quarters are an important matter. At present in many schools the quarters are bad. If the education is to be of a good type, if the influence of the teachers is to be for good, the teachers must have comfortable and attractive surroundings. Some quarters are now almost squalid. This is a point on which the inspector should note in his annual report.

It is only in this way that a good and contented class of teachers can be obtained and retained.

Departmental administration and inspection.—We urge that Government should control schools more closely than is done now. It is true the inspector has a certain amount of control, but it can hardly be styled direct or continuous. There is more frequently than not a society or a committee, (such, for instance as a Diocesan Board) between him and schools, not to mention committees as to whose nomination neither he nor Government has a voice. Why should not Government, which provides most of the money, take a more prominent part in direct administration, fixing salaries, nominating committees, appointing principals and teachers? Standards would be more uniform for one thing.

Distribution of schools with reference to demands.—With the provincialization and enlargement of the Lawrence Memorial School at Murree, so as to admit more freely the poorer classes of civilian employes, the Punjab will be well provided for some years. We urge that these measures be expedited. The school should be large enough to provide for future development; it should be thoroughly up to date, and should include a science laboratory.

Collegiate education.—This is perhaps the most difficult problem of all that will come before the Conference, but difficult as it is this Association

would urge that it be fully and generously treated, as it is one of vital importance. Much depends on what is open to boys in India. The higher appointments in the Police, Accounts, etc., have been gradually closed, and if boys hope to obtain admission to them it is now necessary that parents send them to England at great expense. This is done now more frequently than formerly, but at heavy sacrifice. If there was a reasonable prospect of higher employment in India, a collegiate education would be an absolute necessity, as the competition of the Native of India is an important factor. Granted that it is worth while to give boys facilities for obtaining a collegiate education, two questions present themselves, *viz.*, that of expense and that of the manner in which such education can be obtained. It costs a Native of India at the most Rs. 30 to obtain such education, including fees, subscriptions and food. It costs many European parents that and more to get their children only secondary education. It must be recognised that it will cost them more than double that sum to enable some to go on to college life. A hostel will be necessary, absolutely necessary, and under European professors, and this Government should provide as it does for its Government schools and colleges for Indians. Few parents will be prepared to risk that heavy expenditure for at least three years (to obtain the B. A. degree) unless there was some certainty of a return; and many will require help and encouragement to give that higher education, especially when the son is promising and his abilities above the average.

Scholarships for England.—The above remarks lead naturally to this point, and this Association trusts it will be dealt with liberally by the Committee at Simla. A scholarship once a year for the whole of India is quite insufficient, considering especially (and this point is often overlooked) that Europeans are debarred from participating in annual provincial scholarships for England given by universities and Government for technical training for a profession; they are always granted for Indians. A scholarship once a year for each province is not too much to ask for It would mean the sending home annually of some eight picked Anglo Indian boys, a measure which cannot but have an enormous effect on all schools.

APPENDIX 4.

Notes on the Agenda by Mr. W. H. Arden Wood, Principal, La Martinière Calcutta.

"European" education in India naturally looks to Britain for its methods and ideals. It is important, therefore, when the defects of "European" education in India are being considered, and when proposals are being made for its improvement, to have in view the special circumstances which affect unfavourably the work of "European" schools in India. These may be summarized as follows:—

(1) The imperfect knowledge of English possessed by so many children when they reach a school-going age. Children are sometimes brought to school who are unable to speak any English.

(2) The neglect of early education for various reasons; *e.g.*, the indifference or poverty of parents, and the want of educational facilities in out-of-the-way places.

(3) The interruptions of education due, among other causes, to the transfer of parents from one station to another.

(4) Irregular attendance owing to climate, and illness consequent on climate.

Again, there are circumstances affecting unfavourably the general standard of "European" education, which arise out of the condition of the schools themselves. These are—

(1) The poor quality of the paid teaching staffs, owing to the inadequate remuneration of teachers.

(2) The absence of sufficient and satisfactory provision for the training of teachers, and of facilities to enable the teachers already employed in the schools to improve their professional qualifications.

(3) The fact that the majority of European schools are too small to be worked efficiently except at a cost that exceeds all the resources now available.

These circumstances are sufficient to explain why, on the whole, the children attending "European" schools in India are, in respect of education, about a year behind children of the same age in schools of corresponding grade in Britain.

II.—The Grading of Schools. Curricula.

In considering the curricula for "European" schools these peculiar difficulties must be taken into account. Further, the special circumstances of the domiciled community have an important bearing upon the general character of the education to be given in "European" schools. The most important consideration in this connexion is that there is no employment for boys and girls who leave school at the age of 13 or 14, when elementary education properly so called may be considered to terminate. Most of the openings for boys (and the same is largely true of girls) are for boys of 17 or 18 and upwards. It seems clear, therefore, that no scheme of "European" education can be satisfactory which is not framed on the assumption that school education will extend to the age of 17 or 18 and upwards. Such education will

be secondary, not elementary; and the question which has to be considered is what kind, or kinds, of secondary education should be provided? It will be admitted that secondary education of a high type should be open to all boys and girls, irrespective of their pecuniary circumstances, whose natural abilities enable them to take full advantage of it; and that it should be also available for boys and girls whose parents are able and willing to pay fees proportionate to the cost of such education. The cost of providing secondary education of this type, in schools that employ a highly qualified salaried staff, will be from Rs. 350 to Rs. 400 per pupil per annum for boys, and ordinarily, but not invariably, a somewhat smaller amount for girls. This estimate is based on the assumption that the schools will be large enough to be maintained with the maximum of economy—schools with 300 pupils and upwards. Obviously it is impossible to provide schools of this costly character for the whole of the children of the domiciled community. The cost would be prohibitive: moreover the children who could derive the full benefit of such an education, and for whom it is therefore worth while to provide it, are only a fraction of the whole number to be educated.

It is therefore also necessary to provide a form of education which will be of a less costly and ambitious character, though equally complete and equally efficient within the limits it proposes for itself: an education costing from Rs 150 to Rs. 200 per pupil per annum in schools large enough to be maintained with the maximum of efficiency and economy.

The educational courses of these two grades of schools should be uniform all over India, and should be prescribed in an All-India Code. There should be such conformity between the courses in the lower classes as would make it a matter of no difficulty to transfer a promising boy or girl at the age of about 12 from a class in the lower grade school to the corresponding class of a higher grade school. (See Appendix I for specimen curricula, with notes, of the two kinds of schools proposed.) Of course, below these two kinds of schools would be the kindergarten and preparatory schools, in which education would ordinarily be given up to the age of nine. In some cases circumstances may make it desirable to have classes attached to the preparatory schools which would carry on the pupils up to Class III of the secondary schools.

III.—External Examinations and Leaving Certificates.

The external examinations used by "European" schools are those conducted by the provincial education departments, the Cambridge University Local examinations, and the Matriculation examinations of the Indian universities. The most obvious defect of these examinations is that they do not correspond in standard. The High School examination of one province differs in standard from the High School examination of another province, and the standards of the Cambridge University Local examinations and the matriculation examinations of the Indian universities differ from one another, as well as from the standards of the High School examinations. In the interests of both schools and scholars it is desirable to have external examinations that have a definite and known standard, whose certificates will have free currency in India and elsewhere. There are at present many arguments in favour of adopting the Cambridge University Local examinations as the external examinations to be used by "European" schools in India. But before adopting these or any other external examinations the whole question of the use of external examinations by schools requires careful consideration. The best educational opinion is now adverse to the submission of children below 15 or 16 years of age to external examinations of any kind. This would rule out the use of the Cambridge University *Preliminary* Local examinations, which are intended for pupils under 14 years of age. Moreover it has been found that the unrestricted use of such examinations as the Oxford and Cambridge Local examinations has had results that were probably not contemplated when the examinations were first instituted. The successful preparation of candidates for an external examination is compatible with the neglect of much that is essential in sound education. Yet, owing to the exaggerated importance attached by parents to examination successes, there is a temptation, very difficult to resist when there is

considerable rivalry among schools, to sacrifice real educational interests in order to secure mere examination successes which may be used for the purposes of advertisement.

It therefore seems desirable that the Government of India should control the award of school certificates, and that rules should be made to regulate the use of such external examinations as may be adopted. In the choice of subjects for examination there should be suc restrictions as are now imposed upon candidates for the Cambridge School Certificates, with the object of making these certificates evidence of good general education. The schools should be required to send up their pupils by classes. And as the work in all the subjects of the school curriculum cannot be tested by an external examination the school record of the work of the candidates should be submitted to the inspector, and the Government certificate should be withheld even from those of them who have passed the prescribed external examination, until the inspector has testified that they have attended a recognized school for a specified period, and that he is satisfied with the work they have done during the regular school course. The consideration of the members of the Conference is invited to the summary of the recommendations of the Consultative Committee of the English Board of Education in regard to examinations in secondary schools as given in the report published in December, 1911. (See Appendix II.)

IV.—The Distribution of Schools and the Concentration of Scholars.

The question of the present expenditure on "European" education in relation to the results produced is of the first importance. There can be no doubt that, owing to causes that date from the time of the earliest efforts to provide education for the children of this community, the money actually now being spent yields much less return in the shape of efficiency than would be the case if "European" education were better organized. To quote from an article which appeared in the *Times* of May 2nd, 1911, "The weakness of 'European' education from the beginning has been due to two principal causes:—(1) the fact that the pecuniary resources at the disposal of the managers of schools have never been sufficient for the provision of efficient education; and (2) the accentuation of this insufficiency by defective organization due to the circumstance that most of the schools are provided by religious bodies working independently of one another." The present situation is that the number of schools is so large in proportion to the requirements of the population concerned that the majority are small, and therefore expensive without being good. The Inspector of "European" schools in the Punjab, as quoted in the Report on Public Instruction for 1909-10, says, "From the purely educational standpoint the maintenance of thirty-one public schools with an average attendance of 77 pupils each, and half of these schools in Lahore and Simla, is sheer waste of money". There is a similar waste of money in the other provinces of India. Can the Government reasonably be expected to meet any demand for increased financial aid from public funds unless and until the managers of schools are prepared to agree to the concentration of the pupils in a smaller number of schools, in order that public money may be expended to the best advantage? The difficulty of such concentration is diminished by the fact that "European" children in India must by force of circumstances use boarding schools to a much larger extent than is necessary in England. Any permanent and satisfactory solution of the problem of "European" education must proceed upon these lines. But a large scheme of reorganization, affecting so many interests, cannot be carried out *en bloc*. It would probably be found necessary to deal in the first instance with only one class of schools, *e.g.*, the higher secondary. There is no problem connected with "European" education that demands more serious consideration.

V.—The Inspection of Schools.

The standard of efficiency among the teachers in "European" schools in India is low; and therefore the inspection of schools is of special importance. The new subjects that have been introduced into the curriculum, and the many

changes in subject-matter and methods of teaching make skilled inspection a necessity. Pending the introduction of a general system of training, expert inspectors could do much to improve the present teachers. Under the present system the inspectors have so much administrative and office work (far more than falls to the inspector of schools in England) and have to spend so much time upon purely mechanical work, such as checking transfer certificates, all of which could be done equally well by an intelligent clerk, that they are not able to give as much time as is desirable to the actual observation of school work. Moreover, in England, the elementary school inspectorate and the secondary school inspectorate are distinct, whereas in India the inspector has to inspect schools of all grades. Besides, the inspector selected may have no practical knowledge of the work upon which he has to pronounce judgment. Generally he is a man who has been appointed to a professorship in the Indian Educational Service because of academical qualifications. He may be appointed to an inspectorship merely because an inspectorship is vacant, and because he is not particularly wanted elsewhere; and his tenure of office depends upon the exigencies of the department.

It would be to the advantage of "European" education to have a body of inspectors under a chief inspector, selected because of their fitness for the work of inspection, and charged with the inspection of "European" schools all over India. Some of these inspectors should be general inspectors, and some inspectors of special subjects. There should be at least one woman inspector. Under this system it would be possible to place all the schools of all the provinces, which are of the same grade, under the inspection of men who have special qualifications for the work, and the inspection of special subjects could be conducted by men who are experts in teaching them. Such an inspectorate would tend to bring schools of the same grade into line with one another all over India, and to raise the general standard of efficiency. It would also be able to give local Governments advice of a kind that is not now available, regarding their schools.

VI.—The Training of Teachers.

The need for trained teachers is obvious. And the need has been accentuated by the introduction of new subjects into the school curriculum. Formerly a teacher in an elementary school might not unreasonably undertake all the subjects of the curriculum. Now, even in an elementary school, the specialist teacher is becoming more and more of a necessity. *A fortiori* is he a necessity in a secondary school. Experience has repeatedly shown that kindergarten work, nature study, handicraft, science, and drawing, are practically destitute of educational value unless they are in charge of teachers who have special knowledge and have been specially trained.

A training college anywhere must be a place for instruction in the methods and practice of teaching; but in India the educational qualifications of a majority of those who offer themselves for training are so inferior, that the value of the training college would be greatly enhanced if, in addition, the general education of the students were carried to a higher standard than is possible in the schools. The college should, in effect, give the equivalent of a university education in the literary and scientific subjects of the school curriculum, and should offer opportunities for specialization in these and other school subjects. This involves that the training college course must extend, at least, over three years. Matthew Arnold says, in one of his General Reports, "The teacher to whom you only give a drudge's training, will do only a drudge's work, and will do it in a drudge's spirit."

In order to justify the large expenditure upon the staff that would be necessary to make the college practically a university college as well as a training college, and in order to secure the 'atmosphere' and the stimulus that can only be found where considerable numbers are working together in healthy rivalry, there should be only one training college for the whole of

India and Burma. To it both women and men should be admitted. Diplomas of two kinds should be given at the end of the course: a higher diploma qualifying its holder to work in higher secondary schools, and a lower diploma qualifying its holder to work in lower secondary schools. The students should live in hostels, some of which might be reserved for students of particular denominations, including Roman Catholics, and be under denominational supervision.

Some time must elapse before such a training college can be at work and begin to produce results. In the meantime holiday courses in various subjects might be held at convenient centres, special facilities to attend them being given to selected teachers. In these and other ways something might be done to increase the efficiency of the teachers now working in the schools.

VII.—The Remuneration of Teachers.

The first essential in a system of education is good teachers. "It is men, not methods, that really tell in education."

Schools that have inadequate resources will probably be understaffed: the teachers will almost certainly be underpaid. Therefore, in the case of schools that are wholly or mainly staffed by salaried teachers, efficiency depends upon adequate remuneration. If the remuneration falls below that which education, character, and ability can command in other fields of employment, the teaching profession cannot hope, except in very special cases, to attract the best material. If the rate of remuneration greatly varies, the teaching body will be undesirably heterogeneous, and will have little *esprit de corps*. If, in addition, other kinds of employment offer progressive increments of pay, and a pension at the end of a definite period of service, the teaching profession, so long as it lacks these and other attractions, will be resorted to as a merely temporary occupation, and will be regarded, as indeed it too commonly is, as "the refuge of the destitute." It is certainly now the case that there is no satisfactory 'supply' of men teachers for "European" schools, nor will there be a satisfactory demand for admission to the proposed training college until there are prospects for trained teachers.

At the end of 1910 returns received from 107 schools in India and Burma showed that in only 56 of these schools were men teachers employed, and there were 18 of these schools in each of which there was only one man teacher, presumably the headmaster. Including these 18 the total number of men teachers in the 107 schools was 222. Of these—

44	were receiving less than Rs. 50 per mensem.
36	„ „ more than „ 50 but less than Rs. 100.
42	„ „ „ „ 100 „ „ „ 150.
35	„ „ „ „ 150 „ „ „ 200.
64	„ „ „ 200 per mensem and upwards.
221	(The salary of one teacher was not stated.)

Here there seems to be a graded service beginning with a minimum of less than Rs. 50 per mensem and rising to Rs. 200 per mensem and upwards. But in fact these 221 posts stand in no such relation to one another as a graded service would imply, and the probability is that most of the occupants of those that are worst paid would be found not to be worth a higher pay than that which they are at present receiving. Further, the 222 teachers in question include 56 head masters, and the assistant masters recruited in England on

relatively high pay; and as the total number of teachers receiving Rs. 200 per mensem or upwards is only 64, *i.e.*, less than 29 per cent of the whole body, the rate of pay of the assistant masters is even less satisfactory than at first sight appears.

In 1911 the English Board of Education issued statistics relating to the salaries of the teachers in all grant-in-aid secondary schools in England, other than Roman Catholic schools. The averge annual salary of the 4,002 assistant masters (headmasters are excluded) was £168=Rs. 210 per mensem. The percentage of assistant masters receiving more than the equivalent of Rs. 200 per mensem was 57·2. And yet a deputation which lately met the Chancellor of the Exchequer to urge the establishment of pensions for teachers in English secondary schools, asserted that there was *a decreasing supply of capable men for secondary schools owing to unsatisfactory conditions of service.*

As regards mistresses the returns already quoted show that women teachers were employed in 105 out of the 107 schools from which returns were received. They are largely employed in boys' schools, as well as in girls' schools, and mixed schools. The total number of women teachers was 648. Of these—

234	were receiving	less	than	Rs.	50	per	mensem.			
266	„	„	more than	„	50	but	less	than	Rs.	100.
101	„	„	„	„	100	„	„	„		150.
29	„	„	„	„	150	„	„	„		200.
17	„	„		„	200 per mensem and upwards.					
647	(The salary of one mistress was not given.)									

These numbers include the headmistresses of 51 schools, as well as the assistant mistresses recruited from England. It will be noticed that more than 7. per cent of the mistresses are in receipt of less than Rs. 100 per mensem, but against this may be set the fact that in many girls' schools the staff is resident, and the teachers receive both board and lodging.

The statistics for English schools already referred to show that the average salary of 3,799 mistresses was £123 per annum=Rs. 153-12-0 per mensem, and the percentage of mistresses receiving the equivalent of Rs. 100 per mensem or more was 96·8 per cent.

The comparison of these Indian and English salaries is useful as giving some idea of relative standards, but it should not be pressed too far. The teachers in "European" schools in India are a far more heterogeneous body than the teachers in the English schools with whom comparison has been made. The teachers in India, for example, include many who, from their educational qualifications and general standing, would more properly be classed as elementary teachers, and would accordingly command lower salaries. But it seems safe to conclude that the remuneration of teachers in India compares unfavourably with the remuneration of teachers in England, and that, for men teachers, the rates of remuneration are too low to secure for the schools the men whose services they must command if they are to fulfil their purpose with some approach to efficiency.

In making suggestions for the improvement. of the position of teachers in "European" schools the fact has to be faced that no improvement is possible without increased expenditure. Therefore the practical question is, what is the minimum cost at which a body of reasonably efficient men and women teachers can be secured? In other words what terms will induce men and women of suitable education, who have also the requisite ability and character, deliberately to select teaching as their vocation, and make them willing to take the necessary course of education and training? There is a marked difference between the case of women and of men. Suitable openings for women who desire employment are relatively limited, and for the more refined and better educated women teaching does provide a career that has its attractions. The returns already referred to show that the number of women now employed in "European" schools is nearly three times the number of men, and that women

are employed in schools of all kinds and grades. As women teachers can be secured at less cost than men, relatively to their general qualifications, it would be useful to inquire (1) whether, because of this fact, women are now employed to a greater extent than is consistent with efficiency, and (2) up to what standard in boys' schools highly qualified and competent women teachers can be effectively employed.

As regards men it is hopeless to expect the right kind of men to offer themselves for training unless they have the prospect of employment as teachers on fair initial pay, with progressive increments of salary, and with some provision for retirement.

It appears therefore to be necessary to establish a "service" to which the salaried teachers in "European" schools shall belong. As a corollary, financial provision will be necessary to enable the schools to employ teachers on the terms laid down for this service. In the scheme set forth in the following paragraphs a service of 25 years is assumed. The increments of salary are given after each three complete years of service, the maximum salary being reached in 15 years. Each teacher contributes ten per cent of his salary to the Provident Fund, and an equal amount is contributed on his behalf from school funds. The calculation of the bonus payable after 25 years is made on the assumption that the Provident Fund will be able to invest its money at 4 per cent.

I.—Higher Grade.

A.—Men Teachers trained in India.

It is desirable to attract to educational work some of the best local material—the men who now enter the various imperial and provincial services and do well. These men should be trained for work in higher grade secondary schools. It is important that they should be men of liberal education, and be able to take part in maintaining an atmosphere of intelligence and culture in the schools.

Although the initial pay suggested is not high, the increments at comparatively short intervals and the bonus may serve to attract men who now do not become teachers because there is no certainty of anything beyond the initial salary offered.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
150	30	300	23,084

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
75	15	150	11,541

II.—Lower Grade.

A.—Men Teachers trained in India.

The bulk of the work in lower secondary schools will have to be done by men who can be obtained on lower terms than those suggested for Higher Grade

teachers. The Indian Subordinate Medical Department is able to obtain recruits to undergo a course of training extending over four years. These men, after they have been trained, commence their service on a salary of Rs. 85 per mensem, rising to Rs. 200 per mensem after nineteen years' service. Further promotion, with increase of pension, depends upon ability and merit. The following scale of pay should attract men of the same class who with training and further education should make useful schoolmasters :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
100	20	200	15,390

B.—Women Teachers trained in India.

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
50	10	100	7,695

III.—English Grade.

A.—Men Teachers brought out from England.

Besides the teachers recruited in India a number of teachers must be brought out from England for employment in European schools, especially in the higher grade schools, and for the teaching of special subjects. It is necessary to offer good terms if competent teachers are to be obtained. These cannot be got for work in the plains at a lower initial salary than Rs. 400 per mensem:—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
400	50	650	54,465

B.—Women Teachers brought out from England.

These are required for advanced and special work in girls' schools, and as heads of Kindergarten departments :—

Initial pay.	Triennial increment.	Maximum pay.	Bonus.
Rs.	Rs.	Rs.	Rs.
200	25	325	27,233

Appendix I to Mr. Arden Wood's note.

Specimen Curriculum.

Higher Secondary Schools (Boys).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by ½.

—	Age.	9	10	11	12	13	14	15	16	17	18
	Class.	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Religious Knowledge	...	2	2	2	2	2	2	2	2	2	2
2. English	...	8	8	8	8	6	6	6	6	6	6
3. Urdu or other Vernacular ...	...	...	...	...	2	2	2	2	2	2	2
4. Latin	...	...	...	...	...	5	5	5	5	6	6
5. Handwriting and Drawing ...	...	5	5	5	3	2	2	2	2	2	2
6. Arithmetic	...	5	5	5	5	5	5	5	5	6	6
7. Mathematics	...	...	...	...							
8. Observation Lessons and Nature Study	...	2	2	2	2	...	...	...	...	...	...
9. Science	...	...	...	...	..	2	2	2	2	2	2
						(Practical work out of School time.)					
10. Geography	...	2	2	2	2	2	2	2	2	2	2
11. History	...	2	2	2	2	2	2	2	2	2	2
12. Singing	...	½ ½	½ ½	½ ½	½ ½	Out of School time.					
13. Handicraft	...	2	2	2	2	2	2	2	2	0	0
14. Physical Training	...	½ ½	½ ½	½ ½	½ ½	Out of School time.					
Total ...	...	30	30	30	30	30	30	30	30	30	30

Note :—In classes IX and X specialization may be permitted in the case of boys with special aptitudes.

SPECIMEN CURRICULUM.

Higher Secondary Schools (Girls).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by ½.

	Age.	9	10	11	12	13	14	15	16	17	18
	Class.	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Religious Knowledge		2	2	2	2	2	2	2	2	2	2
2. English		8	8	8	8	6	6	6	6	6	6
3. Latin or French		...	...	...	...	5	5	5	5	5	5
4. Handwriting and Drawing		5	5	5	3	2	2	2	2	2	2
5. Arithmetic		5	5	5	4	5	5	5	5	5	5
6. Mathematics		...	...	...	3						
7. Observation Lessons and Nature Study.		2	2	2	2	...	...	...	...	...	...
8. Science		...	...	...	...	2	2	2	2	2	2
9. Geography		2	2	2	2	2	2	2	2	2	2
10. History		2	2	2	2	2	2	2	2	2	2
11. Singing		½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½
12. Handicraft and Housecraft		2	2	2	2	2	2	2	2	2	2
13. Physical Training		½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½
Total		30	30	30	30	30	30	30	30	30	30

Note. – In classes IX and X specialization may be permitted in the case of girls with special aptitudes.

SPECIMEN CURRICULUM.

Lower Secondary Schools (Boys).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by ½.

	Age.	9	10	11	12	13	14	15	16	17
	Class.	I	II	III	IV	V	VI	VII	VIII	IX
1. Religious Knowledge	.....	2	2	2	2	2	2	2	2	2
2. English	.....	8	8	8	8	8	8	8	8	8
3. Urdu or other Vernacular ...	.....	...	...	...	2	2	2	2	2	2
4. Handwriting and Drawing ...	.....	5	5	5	3	2	2	2	2	2
5. Arithmetic	.....	5	5	5	3	3	2	2	2	2
6. Elementary Mathematics ...	.....	...	...	...	2	3	4	4	4	4
7. Observation Lessons and Nature Study.	.....	2	2	2	2	...	...	...	...	...
8. Elementary General Science .	.....	...	...	...	...	2	3	3	3	3
9. Geography	.....	2	2	2	2	2	2	2	2	2
10. History	.....	2	2	2	2	2	2	2	2	2
11. Singing	.....	½ ½	½ ½	½ ½	½ ½	½ ½	...	...	...	...
12. Handicraft	.....	2	2	2	2	2	2	2	2	2
13. Physical Training	.....	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½
Total ...	.....	30	30	30	30	30	30	30	30	30

SPECIMEN CURRICULUM.

Lower Secondary Schools (Girls).

The figures give the number of lessons per week in school in each subject. The lesson periods are not hours; they may vary from forty to fifty minutes. Half periods are indicated by ½.

—	Age.	9	10	11	12	13	14	15	16	17
	Class.	I	II	III	IV	V	VI	VI	VIII	IX
1. Religious Knowledge	...	2	2	2	2	2	2	2	2	2
2. English	...	8	8	8	8	8	8	8	8	2
3. Urdu or other Vernacular	...	...	...	...	2	2	2	2	2	2
4. Handwriting and Drawing	...	5	5	5	3	2	2	2	2	2
5. Arithmetic	...	5	5	5	5	4	4	3	3	3
6. Observation Lessons and Nature Study ...	...	2	2	2	2	...	...	...	...	...
7. Elementary General Science	...	...	...	...	...	3	3	3	3	3
8. Geography	...	2	2	2	2	2	2	2	2	2
9. History	...	2	2	2	2	2	2	2	2	2
10. Singing	...	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½
11. Handicraft and House craft	...	2	2	2	2	3	3	4	4	4
12. Physical Training	...	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½	½ ½
TOTAL ...	...	30	30	30	30	30	30	30	30	30

NOTES ON THE CURRICULA.

Lower Secondary Schools; Boys and Girls.

Religious Knowledge. Scripture stories; advance to the study of selected portions of the Old and New Testaments.

English. (1) Reading aloud, the teaching of pronunciation being based on phonetics, (2) reading for information and enjoyment, (3) recitation, (4) dictation, (5) composition and formal grammar. The general aim of the English course is to give the pupils a sound practical command of the language, and to make them acquainted with, and have a liking for good literature, both prose and verse.

Vernacular. The object of the course is to give the pupils a working knowledge of spoken and written urdu or other vernacular.

Drawing. The pupils draw mainly from actual objects, artificial or natural. Drawing from memory. The use of colours.

Arithmetic. Useless tables and rules eliminated, and a rational sequence of processes followed. Examples chiefly practical, with a distinction between those for boys and for girls.

Mathematics. The essentials of plane and solid geometry treated practically; Algebra leading to the intelligent use of formulae; graphs; the use of logarithmic and other mathematical tables; the use of the diagonal scale, the vernier, and the slide rule. Elementary mechanics and mensuration.

Observation lessons and Nature study. The elementary study of the plant and animal life of the school locality, including a little naked-eye botany, with special reference to the food and the reproduction of plants. The apparent movements of the sun and moon; the principal constellations; the seasons, and their relation to plant and animal life; weather and climate.

Elementary General Science. *Boys.*—Weighing and measuring. Elementary physics and chemistry.

Girls.—Botany, and elementary physiology and hygiene.

Geography. Includes the necessary essentials of physical geography, map reading, and the elements of map construction.

History. The outlines of Indian and English history, with special reference to the points of connexion between them. Some attention to local history.

Singing. Voice production. Singing by note. National songs and part singing.

Handicraft. An organized course (including needlework for girls) connecting the "Hand and Eye Training" of the kindergarten with manual training in wood and metal for boys, and housecraft for girls. Gardening, where facilities for it exist.

Physical Training. Organized games; physical exercises based on Swedish principles. 'Boy Scouting' and Cadet drill for boys.

NOTES ON THE CURRICULA.

Higher Secondary Schools ; Boys and Girls.

English. A fuller acquaintance with English literature, and more advanced work in composition, with precis writing.

Latin. The aim should be to enable the pupils to translate ' unseen ' prose and poetry of moderate difficulty into idiomatic English, and to be able to write simple latin. Effort should be made to develop a literary appreciation of the authors read.

French. At the end of the course the pupils should be able to speak French with some fluency, to read standard French at sight, and to write French with tolerable accuracy.

Drawing. Drawing in mass with watercolour, chalks, charcoal, etc., free-arm and freehand, chiefly from common objects and from nature. Simple work in relief, and in the round with some plastic material such as clay, wax, or plasticine. The elements of design, introducing colour.

Mathematics. Algebra and geometry for girls. In addition trigonometry and applied mathematics for boys, and for those who specialize analytical geometry and elementary calculus.

Science. *Boys :*—Chemistry and physics with practical work.

Girls :—More advanced botany or physiology and hygiene.

History. Some ancient history for pupils specializing in latin.

Appendix II to Mr. Arden Wood's note.

Extracts from the Analysis of the report of the Consultative Committee on Examinations in Secondary Schools.

1. External examinations must be brought into intimate connexion with inspection, the existing system of inspection being modified and developed so as to meet the new needs.

2. The existing multiplicity of external examinations, the claims of which at present so frequently interfere with the best work in the schools, must be reduced by concerted action.

3. External examinations should be so conducted as to assist and emphasise the principle that every Secondary School should provide, for pupils up to an average age of 16, a sound basis of liberal education, which, though not necessarily of the same type in all schools, would serve as a foundation upon which varieties of future education could be based :—

(*a*) The first external examination to be taken normally by a pupil in a Secondary School, save for what may be found necessary in the form of admission or scholarship examinations, should be one which would be a suitable test of the general attainments of an average pupil of 16 years of age.

(*b*) The examination should be of such a kind that success in it may be regarded as a guarantee of a good general education in a Secondary School. It should be open, in its proper school form, only to candidates who have reached a class in which the average age is 16, and who have been in attendance for at least three years, after the age of 12, in one or more approved Secondary Schools. The Committee would suggest that the examination should be called the Examination for the Secondary School Certificate, so that its name may convey a perfectly clear idea to the public of what it really is.

(*c*) The only other external examination to be taken by the ordinary pupil in a Secondary School (subject to certain exceptions) should be one which would be suitable to the attainments of pupils of an average age of 18 or 19.

The leaving examination of pupils who remain at school till the age of 18 or 19.

1. An examination is necessary for pupils who remain at school till 18 or 19 years of age. We recommend for this purpose the establishment of an examination which might be called the Secondary School Higher Certificate, the standard of which should be two years in advance of that of the Secondary School Certificate Examination.

2. Whereas the general note of the earlier examination should be breadth without specialisation, the examination papers of the later examination should be less general, and should be based upon a course of more specialised, but not narrowly specialised, instruction. The later examination should be of a less uniform type than the earlier one.

3. This later examination should, as in the case of the earlier one, be connected with inspection, so far as the subjects of the examination allow such connexion.

4. The record of the pupil's work at school should play an important part in the Higher Certificate Examination.

5. The use, in Secondary Schools, of University examinations which form part of a degree course, is not educationally sound.

APPENDIX 5.

Memorandum by Mr. S. C. Williams, B.A., E.I.R. House, Calcutta.

As I am attending this Conference as a non-official representative of the Province of Bihar and Orissa, my primary function appears to be to represent the needs and wishes of the schools within that province. I understand there are altogether 16 European schools in the province, of which 12 are connected with railways. Out of this latter number, 9 are connected with the East Indian Railway. None of these are in large centres, and they may be considered representatives of what seems to me to be the most difficult part of the whole problem—the improvement of European Education—Primary Education chiefly—in smaller stations in the plains of India. I have therefore, in what follows, dealt chiefly with this class of school for both the reasons indicated above, *i. e.*, (1) because so many of the schools in Bihar and Orissa are of this kind; (2) because it is, I think, the most difficult part of the whole problem.

2. Education is ordinarily divided for administrative purposes into :—

(1) Elementary, including the teaching of Infants.

(2) Secondary.

(3) University.

From our point of view it is hardly necessary to consider (3), because in the first place for Europeans and East Indians, most of this will be done in Europe, or at least outside India : while for those for whom Western Education is not practicable, the existing Universities in the large cities of India probably provide sufficient facilities.

(3) We come then to (2). As regards Secondary Education, the position of India is peculiar. Not only those who are of ample means, but also many of the middle strata of European and East Indians will send their children to Europe for this also. Of those that remain, there is a strongly felt preference on grounds of health for Secondary Education being given in hill stations. And this it is desirable to encourage in the interests of the children themselves. Secondary Education should then to a large extent be given in the hills. At the same time there is a fairly numerous class for whom even this is unattainable on grounds of expense, the difference in cost between a boarding school and a day school being always considerable. And even when expense is not the obstacle, there are children whom the hills do not suit and others whom their parents will not send away from them. There must therefore be provision for Secondary Education in the plains.

4. As to what centres can put forward strong claims to the establishment and maintenance of Secondary schools, there can be no general ruling, save to say that it must be a matter of supply and demand. One or two pupils cannot justify full provision for Secondary classes on a suitable basis. Even if it were practicable it is questioned whether we should be right in deliberately encouraging elder pupils to remain at school in the plains, since this can only be done at some sacrifice of health and efficiency. I would suggest that such isolated cases be met by *a liberal system of scholarships to recognised schools in the hills.* Of course some standard of attainment must be insisted on, and there will remain a residuum of elder pupils without any attainments in, or liking for, "book learning". Under existing conditions, these would linger on in Primary schools as a moral and intellectual drag on their younger and brighter class mates. I would suggest for *such boys the arrangement of suitable provision in Industrial centres where physique can have at least an equal opportunity with brains.* I have no suggestion to make as regards girls of the same class.

5. There will remain the cases of the larger stations with a considerable mixed population, which can well support good Secondary schools, day schools for the most part, but with a boarding-hostel. The stations I have in mind are places like Calcutta, Bombay and Madras, Allahabad, Lucknow Jubbulpur, etc. Such schools already exist and are doing well. Their special needs and aims will no doubt be represented by those directly associated with them.

6. Turning now to (3)—Primary Education—this must, for by far the greater number be given in the plains. It is true that schools in the hills do make provision for Primary Education. Private schools in the hills are, it is understood, always ready to receive children even at a very young age, and public and semi-public institutions are beginning to make such provision. Thus the Junior School at Oak Grove, Mussoorie, under the joint management of the East India and North-Western Railways, make suitable provision for 200 boys and girls of ages from 8—9 to 12—13. But on the grounds of expense, of parents' unwillingness to part with their children at an early age, and of the less pressing necessity for the hills in the case of young children, it will probably always be necessary to provide ample facilities for Primary Education at all places in the plains of India *where there are a fair number of European and East Indian children.*

7. Our chief problem then is Primary Education in the plains. Now what are the main difficulties from an administrative point of view which arise in dealing with this problem? I will take as representative the schools on the East Indian Railway shown in the table below, from which I have left out all our more prosperous schools in the larger railway stations :—

Statement of East Indian Railway Schools—European and East Indian.

Place.	Number of European and East Indian Railway residents adult.	Number of European and East Indian Railway children age 15 years and below.	Description of School in Primary or Middle.	Number of teachers and whether male or female.	Qualifications of teachers.	Number of children on rolls.	Average daily attendance.	Railway contribution per annum.	Government contribution per annum.	Total fee income per annum.	Whether under Government inspection or not.	Remarks.
								Rs.	Rs.	Rs.		
Bande	46	69	Primary ...	1 female ...	1 Teacher's certificate, Madras ...	16	12	432	180	409	Yes.	
Ondal	36	42	Do. ...	1 do. ...	1 Middle School certificate ...	14	10	432	165	435	Yes.	
Dhanbaid	116	82	Do. ...	1 do. ...	1 Upper Secondary Teacher's certificate, Madras.	12 (all) ... ... 10 (E. I. Railway) ...	10 (all) ... ... 8 (E. I. Railway) ...	660	318	371	Yes.	
Gomoh	32	59	Do. ...	1 do. ...	1 Middle School certificate... ...	15	18	600	...	350	No.	
Madhupu	36	63	Do. ...	2 do. ...	1 Recognized ... ... 2 do.	24 (all) ... ... 22 (E. I. Railway) ...	22 (all) ... ... 20 (E. I. Railway) ...	840	451	760	Yes.	
Jhajha	57	58	Do. ...	2 do. ...	1 High School Training College certificate. 2 Middle School certificate	18	15	720	319	463	Yes.	
Rampore Haut	43	34	Do. ...	1 do. ...	1 Middle School certificate ...	8	7	420	...	209	No.	
Sahebgunge	34	57	Do. ...	1 do. ...	1 High School Training College certificate.	8	4	720	415	420	Yes.	
Gya	69	53	Do. ...	1 do. ...	1 High School certificate	15	12	600	...	450	No.	
Buxar	34	58	Middle ...	2 do. ...	1 Entrance Examination certificate ... 2 High School certificate	23	19	600	418	801	Yes.	
Moghal sarai	32	48	Primary ...	2 do. ...	1 High School certificate, Recognised 2 Passed VI—Standard, Recognised	12 (all) ... ... 9 (E. I. Railway) ...	12 (all) ... ... 9 (E. I. Railway) ...	564	407	420	Yes.	
Mirzapore	22	28	Do. ...	1 do. ...	1 Passed Standard VII	11 (all) ... ... 8 (E. I. Railway) ...	10 (all) ... ... 7 (E. I. Railway) ...	540	...	344	Yes.	
Aligarh	7	24	Do. ...	1 do. ...	1 Passed Standard VII and Kindergarten certificate.	13 (all) ... ... 7 (E. I. Railway) ...	11 (all) ... ... 6 (E. I. Railway) ...	360	...	487	No.	

8. Anything beyond Elementary Education in such places is of course impossible, nor is it called for. But the East Indian Railway is in the position of being the direct cause of the posting of staff to these places and it recognises the consequent claim which its staff can reasonably make that some suitable provision for the Elementary Education of their children is called for. In this respect railways differ from other employers of labour who do not themselves initiate settlements of European people to the same extent. The policy of the East Indian Railway is indicated in the following :—

Extract from letter No. 156, dated 22nd October 1909, from Board of Directors, London, to the Agent.

"In the first place I am to say that the Board do not recognise any responsibility as resting upon them to do anything beyond assisting in providing for a good Elementary Education for the children of the members of the staff located at stations where other means for such education do not exist. While limiting their primary responsibility in this way, the Board are not unwilling to go further and to aid in the higher education of the children where such seems necessary and desirable under local considerations, but where the schools giving such higher education are, as in the cases under reference, very largely used by outsiders, the Board must decline to accept practically the whole of the cost. If the schools are to be maintained at all a fair proportion of their cost including the provision and upkeep of the buildings and equipment, must be secured from outside source, *i.e.*, non-railway revenue".

In other words, the East Indian Railway recognises the claim upon it to provide Elementary Education for the children of its staff where facilities for it do not already exist.

9. Now what in particular are the difficulties of those schools? They may be stated as follows :—

(1) The community is not a rich one, indeed one cannot assume incomes which do much more than provide the bare necessaries of life. At the same time indiscriminate educational charity in the form of free education is not called for and would probably be misinterpreted and resented.

(2) The community is one which has very little in the way of intellectual stimulus. Whether the parents have been born in the country or in Europe, they come from classes which are not noted for intellectual or artistic attainments or interest, and their life in India has not helped them. The better class of papers and books, lectures, music, libraries, are not to be had and the "Institutes" provided by the railways cannot attempt much more than to provide amusements in the shape of billiards, light reading and occasional entertainments such as concerts and dances.

(3) As to the children themselves, the climatic conditions are against them. Short school hours are necessary and evening preparation is almost out of the question. Regular attendance is militated against by poor health, absence from the station, transfers, and the difficulty of getting to and from the school house in the hot weather.

(4) As to the teachers, one main difficulty is the small pay which can be offered. A further important difficulty is that of obtaining quarters, which may limit the choice of teachers to ladies already residing with their parents. Qualifications are thus necessarily low and the incalculable advantages of proper education and training are absent. Often it is impossible to maintain more than one teacher at each school. Hence teachers have further to grapple with the task of teaching children of all ages and both sexes, a difficult not to say impossible problem.

10. The suggestion of remedial measures is not easy. One obvious course is to consolidate the small and weak schools into fewer but bigger and more prosperous schools at convenient centres in the plains. But this course has obvious objections:—

(*a*) The dislike of parents to sending young children away from their homes.

(*b*) The obvious fact that if they do leave their homes, it seems better for them to go to the hills if this can be done at anything like the same cost.

(*c*) The very much higher cost to parents of any arrangement which means "boarding" for their children away from their homes.

11. Assuming that as much as is possible is done in the way of consolidation, it seems probable that it will always be necessary to make provision for this class of schools at many small centres. It seems clear also that they cannot, if they are to be efficient, be self-supporting. Government help at present is given under such conditions that many of these schools cannot really *claim* any financial grant at all under the Code. As a matter of fact however, the Inspectors have, so far as my experience goes, treated such schools with great consideration and have always endeavoured to give grants to such as make any systematic effort to comply with the regulations. It is clear however that Government help is needed, and I do not think any half measures will meet the case.

12. I consider then that the problem must be grappled with in a bold and comprehensive manner. It is admitted that the provision of means of education is a duty which the Government may properly be called upon to perform. And the claim of the European section of the population cannot in my opinion be considered as less deserving than the indigenous population. I see no reason why Government should not take up this burden in its entirety. Up to the present the work of Government has taken the form of:—

(1) inspecting and subsidizing non-Government schools;

(2) the maintenance of a very small number of Government schools;

(3) the provision of means of training for teachers.

But it is held that the time has now come when Government should face the problem of a complete system of education for European children.

13. This movement might commence with the taking over of existing schools unless it can be proved with certainty that some are useless and unnecessary. There will not be difficulty in this process. Bodies such as the East Indian Railway which have carried on educational work will be only too glad to relieve themselves of a burden which is somewhat outside their province and which has only been undertaken *faute de mieux*.

Further as the East Indian Railway is a semi-Government institution, the taking over of land and buildings will not be difficult and will involve no capital outlay. It will be in the nature of a book adjustment. A more liberal expenditure than has yet been incurred in staff will be called for and revenue grants on a liberal scale will be called for and the supervision and help of Government Educational officers must be on a different basis altogether; it must be positive, constructive, active not chiefly critical and negative.

14. Primary Education having been properly provided for, the question of similar action in regard to Secondary Education may then be taken up and a complete net work of schools can be built up. As an instance of such action, I would cite the case of Wales, where within a decade or so, a complete system of Primary, Secondary and University education has been built up by Government, with very little private financial aid. The determination of the inhabitants and their enthusiasm for education has however resulted in a most successful and complete system of education.

APPENDIX VI.

Note by Mr. R. C. Busher, M.A., Principal, Philander Smith College, Naini Tal.

1.—The remuneration of Teachers.

Trained Male Teachers.—Teachers who have not graduated from any University should receive a starting salary of not more than Rs. 100 a month rising, by annual increments of Rs. 10 to Rs. 200.

3rd Grade.

An undergraduate who has had a training in Great Britain or America should, on joining an Aided School, receive a salary of Rs. 150 a month rising by annual increments of Rs. 20 to a maximum of Rs. 250.

2nd Grade.

In the case of a teacher in the 3rd grade taking his degree before reaching the maximum of Rs. 200 the annual increments should be raised to Rs. 20, and the maximum monthly salary attainable should be Rs. 400.

The commencing salary of a graduate of an Indian University who has joined an Aided School should be Rs. 200 rising by annual increments of Rs. 20 to a maximum of Rs. 400 a month. A graduate of a British or American University who has had a special training as a teacher, should on joining an Aided School, receive a salary of Rs. 240 rising by annual increments of Rs. 20 to a maximum of Rs. 400 a month.

1st Grade (*a*).

1st Grade (*b*).

Trained Female Teachers.—There should be the same grades for female teachers as for male teachers. The salaries of the corresponding grades should be :—

3rd Grade	...	Rs. 60—10—100
2nd „	...	„ 120—10—150
1st „ (*a*)	...	„ 120—10—200
„ „ (*b*)	...	„ 150—10—200

In both the above classes of teachers, male and female, it is understood that Government shall pay half the salary of every teacher, provided :—

(1) that the teachers in the 3rd and 1st (*a*) grades are those who have returned, after training, to the schools that nominated them for a course of training at a recognised Training College;

(2) that the Managers of Schools have the option of raising the salary of a teacher above the regular scale (but only after five years' approved service) who, in their estimation, is deserving of a higher salary, but in such cases Government shall not be expected to pay more than the half of what the salary might be under the regular scale.

I cannot insist too strongly on the enforcement of the principle of teachers rejoining the schools that nominated them for admission into a Training College. Only in this way will it be possible for schools to obtain the kind of material suited to their needs. The heads of educational institutions should be advised to be on the watch for boys under their care who appear to be fitted by aptitude and inclination for the profession of teaching. I am in complete accord with the opinion of Mr. W. P. S. Milsted (Head Master, Boys' High School, Allahabad) who suggests that promissing boys should serve an apprenticeship for four years as Pupil-teachers before being sent to a Training College. At the end of that time it would be known whether each one possessed the essential qualities of a teacher, *viz.*, aptitude, inspiration and zeal.

Rules should be framed to prevent teachers leaving one school and joining another without the sanction of the Department. A school that has gone to the trouble and expense of getting a good staff of teachers should be so safeguarded that its teachers may not be lured away to other institutions offering higher salaries.

Provident Fund.—All Aided Schools should maintain a Teachers' Provident Fund. Every teacher should be compelled to lay aside 10 per cent of his or her salary. To this Government should add a similar amount and the whole should be safely invested. The time has come when it is positively necessary to institute a Provident Fund in every school.

2.—Suggestions for the revision of the Provincial Educational Codes in the matter of Grants-in-aid.

Originally, the Ordinary Grant-in-aid was based on Examination results. This system was improved upon by the introduction of grants based on attendance. I would suggest a further improvement namely, that the grant be based on the maximum number of students capable of being accommodated in a school, whether or not that maximum be reached every year. In India, particularly in the hills, schools have to contend with a fluctuating population. The attendance ebbs and flows. An epidemic often very seriously reduces the attendance. It is in the seasons of low ebb that a school stands most in need of financial assistance, but it is just at such times that the much needed help is most meagre. If, in the opinion of the inspecting officer, a school is doing good work, it seems only reasonable to permit it to obtain assistance in lean as well in fat years. In any case, the same staff of teachers has to be maintained. I am of opinion that all boys' boarding schools in the hills should be built to accommodate 250 children. The annual grant should be calculated in the same way as that laid down in the Code of 1905. A proportionately smaller grant would, of course, be made in the case of those institutions that might not see their way to admitting so large a number as 250. Some would prefer to have their maximum put at 100, others at 150. In every case the figures should be approved by the Educational Department. Such a scheme would have the effect of placing schools on a financial level, and would do away with all petty rivalry simultaneously with the hand-to-mouth existence which is the lot of so many educational institutions. It is taken for granted that the scale of fees in all State-aided hill schools would be the same. Equalisation of fees is a *sine qua non* in the effective working of the scheme outlined above.

I see no reason why the Philander Smith College, the Diocesan Boys' School at Naini Tal, and Bishop Cotton's School at Simla, given the requisite facilities, should not each be able, in the course of a very few years, to accommodate 250 boarders. It should be clearly understood that no school would be permitted to step beyond the prescribed limit. When all the aided institutions had reached their maximum it would be time for the educational authorities to think of sanctioning the founding of another school.

The above plan assumes that Government, previous to the scheme coming into operation, would have brought about the amalgamation or closing down of weak or superfluous schools.

I consider that the existing rules for 'special' and building grants might remain in the form in which they now stand in the Code. Changes in the allotment of the Supplementary grants have been outlined in treating of the remuneration of teachers.

The "Cadet Grant" might be raised to Rs. 15 and Rs. 10 for extra-efficient and efficients, respectively.

Special grants should be generously but yet carefully allotted. I do not favour supporting "technical departments" when the term is used to mean carpentry, joinery, etc. Native labour is too cheap for European lads to

stand a chance of holding their own in such lines. Let aid be given for the maintenance of School orchards, laundries, and dairies. With substantial help at the start, these departments could in the course of a very short time be made self-supporting. Up-to-date equipments for laundries and dairies are capital necessities in every school. Every class should be compelled to spend a week once every year in each section. Such attendance should be counted as regular "school-meetings" and allowance should be made accordingly in every time-table. Ordinary class-work should be set quite aside during these periods. In the course of time some boys, preferably poor ones, who showed special aptitude might be selected to serve as apprentices in these departments.

I have never experienced any difficulty in getting suitable boys to take up what in our school are called 'self-help' posts. In return for free board and tuition, we are able to secure a regular supply of librarians, laboratory assistants and care-takers. The last named at frequent intervals check the boarders' out-fits, to see that they are properly kept, and look after dormitories, etc. Experience in this line has convinced me that there would always be a sufficient supply of apprentices for these departments. Such apprentices after having completed their training would make good material for our colonies.

In Girls' schools a Cookery Department should take the place of the agricultural section. In the matter of laundries, and dairies, Girls' schools should be equipped similarly to Boys' schools.

3.—Departmental Administration and Inspection of European Schools.

In this matter the United Provinces furnish an excellent model. I say this without any desire to flatter or to make invidious distinctions. I state it as a simple fact. From Bengal and South India I have heard complaints regarding the confusion that results from frequent changes of Inspectors, the lack of sympathy on the part of these gentlemen, and the disaster that often ensues through placing newly arrived recruits in charge of circles that ought to have tried and experienced educators.

Individuals possessed of wide sympathies as well as much local experience should be selected as Inspectors of European schools—men who are not above consulting the heads of the schools in their district. An Inspector should lay himself out to study the peculiar difficulties and problems of each school and to assist and advise wherever he can. They should, in short, devote themselves to the improvement of European education in their respective provinces. Government should not divert their energies into side channels by giving them the supervision of any Indian schools.

In view of the fact that many European lads proceed to the United Kingdom to complete their education, I would suggest that the Oxford, or Cambridge Senior Local Examination be recognised by Government in lieu of the High School test. The Senior Certificate should be accepted as the passport of eligibility for admission to the Upper Subordinate Class at Roorkee, Survey, Forest, Sibpur College, and any Medical College in India.

4.—Distribution of Schools with reference to demand.

There should be only one European School of each class or grade in a station, however large the station may be. At Naini Tal there are the following schools :—

One Roman Catholic School for boys and one for girls.

One Church of England School for boys and one for girls.

One Non-Conformist School for boys and one for girls.

There is apparently room for all these, but there should be no more. At Mussoorie there are three private schools for boys, all under the auspices of the Church of England. Much more effective educational work would be done if these combined forces. I have not mentioned the Church of England

Orphanage, or the Wynberg Orphanage at Mussoorie, because I consider that such institutions are in a class by themselves.

The present system of having one long term of nine months in hill schools possesses many disadvantages. Nearly all that has been learnt in School during the term is quickly forgotten in the long Winter vacation. Both teachers and pupils feel the strain of nine months of practically continuous labour. I would suggest that the year be divided into three terms as follows :—

Spring Term.—From 1st February to Easter—(Ten days' holidays should be given for Easter).

Summer Terms.—Approximately from 10th April to 31st August (a 10 or 12 days' holiday should be given from about the 11th to the 20th of September).

Autumn Term.—Approximately from 10th September to 16th December.

Winter Vacation.—From 16th December to 31st January.

The whole of February should be taken up in reviewing the work of the previous term. Quarterly Examinations should be held on secular days from

1st to 10th June.

1st to 10th September.

1st to 10th December.

In the case of hill schools, on account of great distances over which children have to travel in journeying to and from school, parents would probably not expect to have their children home for the Easter and Autumn holidays. In any event, fees should be charged for the whole period extending from 1st February to 15th December. The increase in the fees by this arrangement of terms would considerably help the finances of every school. It is almost certain that the increase would be sufficient to pay the members of the staff during the Winter vacation and the educational gain to the pupils themselves would be considerable. Moreover, under this system recreative occupation could be given to boys during the holidays. In the Easter holidays inter-school Cricket matches could be played. During the Autumn holidays Volunteer camps and Rifle meetings could be held. All these advantages could be secured without interrupting the current of class work. One of the most deplorable signs of the times is the decay of interest in the national game because of the time that it takes up. With periodic holidays, such as those suggested above, school authorities would have no excuse for letting this noble pastime die out.

To the above holidays, the last Saturday of every month, the King's Birthday, and Empire Day, should be added.

5.—Training of Teachers.

As the Anglo-Indian community is a small one, a single well equipped men's Training College should suffice for the whole of India. A separate College for women should be maintained. Both institutions should be in the same station, preferably in the hills, say, Sanawar, Mussoorie or Naini Tal. It is important that each of these be attached to an *orphanage* which should be used as a practising school. Children who pay full fees should not be put under inexperienced teachers. The Training Classes at present attached to schools should be abolished in the near future. Both these Colleges should be non-sectarian. By having them in the same station economical working would be assured, as several of the Instructors could teach in both institutions.

Only those persons should be admitted into a Training College who had been previously nominated by the heads of the respective schools in which they had worked, on four years' probation, as pupil teachers.

The standard required for admission at Sanawar is too low. No Training College should admit any one who has not passed the Intermediate Arts, or equivalent examination.

6.—Collegiate Education.

A Central College, non-sectarian in character, is a want greatly felt by Europeans in India. This should be in some good hill station and should have departments in which students could be prepared for the Civil Engineering Class at Roorkee, Intermediate Arts and the B. A. degree. In addition to these it should have a Commercial Department and a Chair of Agriculture. To completely fulfil its purpose, it should be affiliated to a University of the United Kingdom.

"Special Departments" or "College Classes" which are to be found in most High Schools, should be abolished, but not before a Central College existed to admit those students who might desire to proceed withtheir studies after passing the High School, or equivalent examination.

At Naini Tal, there is a piece of land, known as Old Government House Grounds, admirably suited for the building of such an institution. The station is full of excellent schools which would serve as feeders to the College.

APPENDIX 7.

Note by the Christian Brothers on the proposed *agenda*.

Letter dated Kurseong, the 8th June 1912, from the Secretary, Christian Brothers' Committee.

During the current mid-summer holidays a committee of the Christian Brothers, of which I am Secretary, met here at Kurseong to consider the questions likely to come before the approaching Simla Conference on the education of Anglo-Indian children.

We have been asked for our views on these questions by some of the delegates to the Conference; hence the meeting of our committee.

The committee was representative of the following schools and interests :—

Name of School.	Number of Pupils.	Number of Teachers.
St. Joseph's College, Naini Tal	250	18
St. Joseph's High School, Allahabad	90	9
St. Joseph's Higher Secondary School, Calcutta ...	390	18
St. Joseph's Free Day School, Calcutta	270	11
St. Patrick's Secondary School, Asansol	170	14
The Catholic Male Orphanage, Calcutta	305	15
Goethals Memorial Secondary School, Kurseong ...	190	14
St. Michael's High School, Coorji, Bankipore ...	210	14
Total ...	1,875	113

The committee was of opinion that the results of its deliberations should be forwarded to you also. Accordingly, I take the liberty of submitting to you for your consideration the enclosed notes, on some of the points to come before the Conference, and on the working of the New Bengal Code of 1910.

I.—The remuneration of Teachers.

(*a*) *Religious Teachers.*

1. The incomes of our schools generally are not able to provide for all the needs of the Staffs, or to compensate our Congregation for the expenses it has to meet in order to give its teachers all the training they require. To enable the schools to meet their expenses in this way, as well as to meet the cost of maintenance of our Free Schools and Orphanages, we have every year to try and raise money by such means as collections, subscriptions, fancy fairs, raffles, etc.

Our Training College at Marino, Dublin, is not supported by our schools in India, except to the extent that for every trained Brother we get out from home we have to pay the College the actual cost of the Brother's training as well as all the expenses incident to his coming to this country. It must be borne in mind that the little that our schools do contribute does not come from the ordinary school income, such as grants and fees, but from the miscellaneous sources mentioned above.

(*b*) *Lay Teachers.*

1. We find that qualified men cannot be induced to take up teaching as a life-profession, because the pay and prospects under existing circumstances are altogether insufficient; and as a rule our lay teachers take up teaching as a temporary measure only.

2. In our opinion to secure efficient lay teachers in our schools, taking up teaching as a life-profession, a young man who is qualified educationally at the age of 18 or 19, should, after a period of training, commence on a salary of at least Rs. 100 per month rising by yearly increments of Rs 20 to a maximum of Rs. 400 To insure the continued self-improvement of the teacher it should be stated that the annual increment mentioned here would be stopped at the end of five years should the teacher fail within that period to pass the Intermediate Arts, or the Intermediate Science of a University; and that similarly the teacher is expected to take a degree before the expiration of the tenth year.

3. In order to enable us to introduce the above scale of salaries, the present grants-in-aid would have to be increased by Rs. 5,000 to Rs. 12,000 per annum according to the circumstances of each school. (This calculation does not include the compensation that should be made on account of the services of the Religious teachers on the staff.) For example take the six lay teachers at present employed in St. Joseph's High School, Calcutta: they draw at present salaries amounting to Rs. 500 a month, and this is all the school can afford. According to the proposed scale their salaries would amount approximately to Rs. 1,500 a month in the course of a few years. In other words the salaries would be increased by Rs. 12,000 per annum; and accordingly the grant should be increased by this amount.

II.—Suggestions for the revision of Provincial Educational Codes in the matter of grants-in-aid.

1. Taking the Bengal Code of 1910, Article 32 (*a*) which is amplified in Article 43, we have to remark that in our opinion the ordinary grant based on attendance should be the same for each pupil in the same section of the school. For instance, the ordinary grant to Classes V and VI of Secondary Schools is Rs. 80 for the first twenty scholars, and Rs. 60 for the second twenty scholars, and Rs. 40 for the remaining scholars in ordinary attendance; there does not appear to us any reason why the first twenty should get a higher grant than the second twenty, and the second twenty more again than the remainder, particularly when it is taken into account that when the class consists of more than thirty

pupils an additional teacher has to be employed. *Vide* Article 17 (*b*) of the Code. This rule is particularly felt in large schools which have to duplicate their classes.

2. Again we have to point out an anomaly with regard to the grants to Classes V and VI of Secondary Schools, and Classes VII to X of the same schools. For example let us assume 30 pupils in each class from Classes V to X. Calculating the grants for these classes according to the scale laid down in Article 43, we have, for Classes V and VI—

	Rs.
For the first twenty scholars @ Rs. 80	1,600
For the second twenty scholars @ Rs. 60	1,200
and for the remaining twenty @ Rs. 40	800
Total ...	3,600

or an average grant of Rs. 60 per scholar.

For Classes VII to X—

	Rs.
For the first five scholars @ Rs. 120	600
For the second five scholars @ Rs. 90	450
and for the remaining 110 scholars @ Rs. 50	5,500
Total ...	6,550

or an average of something under *Rs. 55*, per scholar. It will be seen from these calculations that the Code gives a higher grant per head for pupils in Classes V and VI, than for those in the higher lasses from VII to X.

We are of opinion that the "Special grants," "Supplementary Grants" and "Fixed Grants" should be abolished, and the money now spent under those heads used to increase the ordinary grants. These grants are likely to lead to partiality.

3. In the case of St. Joseph's Free Day School, Calcutta, the grant-in-aid at present received is less than half the total expenditure on the school. The grants-in-aid received in the case of St. Michael's High School, Coorji, are about one-third of the total expenditure on the school. In the case of the Catholic Male Orphanage the grants come to less than half the annual expenditure.

III.—Departmental Administration and Inspection of European Schools.

1. The school authorities are at present annoyed and put to inconvenience by the large number of official letters and queries that are sent out, on often very trifling matters. For example, when a scholarship holder gets ill, and is consequently absent from class, the word of the Principal to the effect that the pupil is ill, is not accepted by the Inspector's office, and a long correspondence is the result—we are first asked what the pupil is suffering from, and then to produce a medical certificate, etc., etc.

2. We have a cause of complaint with regard to the inspection of schools namely, the frequent change of Inspectors. At present the Inspector is always being initiated into the duties of his office.

IV.—Distribution of Schools with reference to Demand.

With reference to the suggestion for the establishment of a special school or schools, we have to say that we are strongly opposed to the principle of selecting any school or schools, or of erecting a special school to be maintained by Government by special grants for a particular class of pupils. It ought, we think, be borne in mind that there are only two classes of Anglo-Indian boys

for whom schools are required—the middle class, and the poor ; that is, those whose parents are able to pay the ordinary boarding fees at a boarding school, and those who are not. In other words, those who can pay from Rs. 20 to Rs. 40 a month for their children, and those who have to fall back on Free Schools and Orphanages for the education of their children. Owing to the circumstances all schools of any account in India have to be boarding schools. The middle class send their children to these schools and pay fees varying from Rs. 20 to Rs. 40 a month for each child. There is no higher class for education in India. All Europeans in the superior grades of Government service and in the professions, and all those who can afford to pay Rs. 40 or more, a month, for their boys' education, send them home. No matter what efforts are made or what expense may be incurred, either by Government or by private individuals or associations to get up schools in India to take the place of home education, they will not succeed in attracting that class of boys whose parents can afford to send them home. They may get up the material buildings, ample play-grounds, and complete and expensive equipment, and even well paid staffs with English University qualifications, but there is one thing they can never get up in this country and that is, Home environment, Home conditions, the influences that go to build up the character of the ideal Briton. And parents who may wish to preserve the traditional sturdiness of their race will make any sacrifice to have their boys educated at Home, amidst Home sentiments and Home surroundings. Lord Lytton in his able minute on the education of Europeans and Eurasians published in March 1879, took no account whatever of this class—he knew they were able to look after their own interests ; but sketched in broad outline what should be done to help on those really in need of help, namely, the middle and lower classes of the Domiciled Community. The Government of India have up to the present time followed the policy then outlined by the Viceroy of the day. And no necessity has arisen that would now justify Government turning aside from it.

But should Government decide on establishing such schools, what schools would be selected for the distinction ? One secondary school is as much entitled to it as another, as the class of pupils that frequent it are just as good as the class that frequent the others, and are just as entitled to exceptional treatment. They all belong to the same middle class as may be seen by the inter-changes of pupils that take place at present among the schools. Some few schools, no doubt, affect a higher social status than their neighbours, that is, they endeavour to convey the idea that their pupils are drawn from a class higher than the middle class, but if the real facts be ascertained it will be found that a large percentage of their pupils are on reduced fees. Certain schools have been mentioned from time to time for this special treatment, for the subject has been mooted before, but if the past record of these schools is enquired into, it would be seen that their claims were very slender indeed and that they had done nothing extraordinary to deserve such Government patronage.

The differentiation of the class of pupils to be admitted to such schools would be another difficulty. What class would be admitted ? Those able to pay their way, or those not able, or able to do so partially ? If the former, such a school should not be got up for them—they are able to look after themselves, and would probably go to England in any case ; if the latter, any ordinary Secondary school is good enough. Nor are these pupils likely to be improved by being brought up under such luxurious circumstances. Besides there are at least hundreds of other pupils just as deserving. No, no ; the more the question is examined the more absurd does it appear. It would be a downright injustice to the other Secondary Schools of the Province to pick out one or two schools and then ennoble them, reducing all the other Secondary Schools to the level of commonality. Besides, it would destroy all incentive to exertion on the part of the staff, and the pupils would be the sufferers. What stimulus was there to exert themselves on the part of the school authorities, when, no matter how the wind blew, or whether their pupils passed or failed in the educational tests to which they were subjected—they were always sure that the financial deficit, should there be any, would be always made good for them at the end of the year ? Very likely such schools would go in for

appointment to the public service by nomination only—the fact of a boy or a young man having put in his time at that particular school being in itself a guarantee that he possessed all the necessary qualifications for the office he sought. This, too, has been mooted before. A little competition among the schools, such as exists at present, is healthy, and good, and develops in the boys themselves an energy and an ambition which will stand them in good stead in after life. Let the Secondary Schools be liberally aided by Government by all means, but let fair play and no favour be the underlying principle of such aid.

Where a special school or college would come in, and be really useful, is at the end of the Secondary School course, to enable Anglo-Indian boys to continue their studies so as to take a degree in Arts or in Science, and which special school or college would fulfil the same purpose as the present Government Colleges do for Indian boys, for example, the Presidency College, Calcutta. This proposed College should be open to all the Christian denominations irrespective of class, just as the Technical Colleges at Roorkee and Sibpur and the Medical Colleges are at present. It should confine itself to college courses only, and should not include the classes of a Secondary School—the existing Secondary Schools being the natural feeders of this College.

V.—TRAINING OF TEACHERS.

(*a*) Religious Teachers.

The Christian Brothers.

The Christian Brothers are specially trained for their duties and go through a regular course of studies to fit them for these duties. In Ireland we have a large training establishment—The Christian Brothers' Novitiate and Training College, at Marino, Dublin. This training establishment includes a large practising school—some three or four hundred boys—where the Novices are regularly exercised in teaching under competent instructors. We have also a preparatory training establishment or Juniorate, as it is called, at Baldoyle, five miles outside Dublin. From Baldoyle the Novices are regularly drafted to Marino, the senior establishment. The course of training is not less than two years, very frequently three years. After leaving Marino they are placed in a junior class in some of our schools in Ireland under the supervision of the Principal and of the School Examiners—three of whom are continually going the rounds of the schools examining, organising, and paying special attention to the formation of the young brothers. Gradually the young men are advanced from a lower to a higher standard getting special helps and hints as they go along. During their two years' residence in the Training College they go through a portion of their studies, and for eight or ten years after leaving Marino—longer if they have not finished their course, they have to present themselves for examination twice a year. After eight or ten years spent in the Society they are "Professed," *i.e.*, allowed to become life members, provided they have gone through a certain specified portion of their studies and have given evidence of ability to teach and handle boys. Every year a committee consisting of twelve of the principal men of our Society meet in Dublin to examine into such matters, having before them the School Examiners' Reports and the reports of the Principals of the various schools, as well as the records of the brothers' studies. Then, any young man who has given proof of incapacity in teaching or in regard to his studies, is either dismissed the Society or assigned other duties, for we have two classes of members in our Society, *viz.*,—those who teach, and those who do not. Nor do the Brothers in their studies confine themselves to mere scholastic subjects only. Besides their doctrinal and religious studies, they study and have to pass examinations in several standard works on Education such as the Christian Brothers' School Government, Hughes and Moffat's Works on Teaching and object lessons, Cox and MacDonald's

Practical School Method, Gunn's School Management, Sully's Teachers' Handbook of Psychology. In every community too, a number of educational periodicals is annually subscribed for, which the Brothers read, and put into practice in class any hints they may get from them. In fine, the Brothers' whole life is one continual study, one continual preparation for their school duties. They do not take Orders. They have no distracting functions outside the precincts of the school building to discharge. They give their undivided attention to their own special work and this is the secret of their success.

The Brothers do not as a rule go up for University degrees—they have their own course of studies to go through and this suffices. If they were seculars preparing for a secular career a University degree would, doubtless, be useful to them; but as religious living apart from the world they require no such hall mark to recommend them to the public. The public judge them by another but severer standard—by their fruits. Besides, a degree is no guarantee that the possessor of it is a teacher or is able to teach beyond a limited number of subjects. We have known an Inspector of European Schools, a B. A. of a British University who acknowledged his inability to examine a 6th Standard Class in Algebra, and whose knowledge of Arithmetic was quite in keeping. And another, who, in examining a class of Kintali boys in the Catholic Male Orphanage, was surprised that they knew nothing about Dante's Works. Both were strong in literature.

(*b*) Lay Teachers.

1. No special arrangements exist in Bengal for the training of Catholic male teachers.

2. If the Government give salary grants as suggested sufficient to hold out prospects to educated young men, there is no doubt but a large number would be attracted to a training school, say, at Victoria, Kurseong, if that training school were again re-opened. We do not think that a special training school for Catholic male teachers would be necessary in Bengal.

APPENDIX 8.

Extract from a letter from the Government of Burma No. 167—6-E-35, dated the 7th June 1912.

* * * * *

3. The Director of Public Instruction has been consulted with reference to the agenda for the conference detailed in paragraph 3 of your letter.

Under Head 1—"The remuneration of teachers," he suggests that "the desirability of obtaining more teachers direct from Europe and the terms on which they could be entertained should be taken into consideration."

As regards Head 3—"Departmental Administration and inspection of European schools," the following extract from the Director's letter mentions some questions under this head which may perhaps be considered worthy of discussion :—

"A connected question which also arises out of Article 18 of the European Code is whether in the event of alternative courses being recognised for particular schools promotions under such courses may be made at intervals shorter than those assumed under the courses set out in the Code or without reference to the system of stages (Primary, Middle and High) adopted by the Department. The dangers of conceding such freedom are obvious but at least one manager in Burma considers that he is entitled to claim it under Article 18."

"Other and minor suggestions under this item are—

"(i) that in European as in Anglo-Vernacular schools a minimum number of attendances should be required in order to render a pupil eligible for examination, and that the minimum be fixed at 300 school-meetings (for infants 250) ;

"(ii) that a pupil should be debarred from examination if he has not paid school fees due by the date of examination ;

"(iii) that under Articles 90, 92 and 94 of the European Code, if two papers are set in any subject, where 33 or 40 per cent is required for a pass, 33 or 40 per cent respectively should be required in each paper."

4. Under Head 4—"Distribution of schools with reference to demand," the Director considers that opportunity should be taken of "emphasizing the undesirability of any policy which permits or favours the multiplication of European schools in accordance with the interests of missionary or other religious associations and without reference to local educational requirements, to possibilities of efficient management or administration or to the funds likely to be at the disposal of Government."

5. As regards Head 5—"Training of Teachers," the Director would raise the question whether the sanction of the Government of India should or should not be given to the creation of Normal institutions for Europeans in the different Provinces. It appears that Europeans and Eurasians in Burma have shown no inclination whatever to avail themselves of the institution at Sanawar, and it has been suggested that a Normal school should be started at Maymyo. The Inspector of European and Normal Schools, Burma, remarks :—

"Sanawar is too far away to appeal to students in this country and so far no one has desired to go although special terms were offered to any from Burma who completed their training at the school. Again practically all European students in this Province desiring training are women whereas Sanawar only accepts men."

6. Under Head 6—"Collegiate Education," the Director points out the present unsatisfactory position with regard to the recognition by the Calcutta University of the High School Final examination in European schools in Burma. At present no general recognition is given by the University to the European High School Final and the subject is one which may usefully come under discussion. Another question is the extent to which educational authorities in the United Kingdom can be induced to recognize the High School Final examination of European schools in India or Burma. The Director remarks :—

> "The Departmental High School Final examination is supposed to be peculiarly adapted to the needs and circumstances of European schools and pupils in India and Burma and hence it should be superior to exotic tests such as the Oxford and Cambridge school examinations. But the fact that these are recognized for certain purposes in the United Kingdom whereas the European High school test is not, gives the former a prestige and a practical ground of preference which the latter from no fault of its own does not at present possess."

7. The Lieutenant-Governor agrees that the questions suggested in the foregoing paragraphs may usefully come under consideration.

APPENDIX 9.

Extract from a letter, dated the 7th June 1912, from the Reverend R. Rochsborough Smith, M.A., Principal, Diocesan Boys' High School, Rangoon, to the Director of Public Instruction, Burma.

I propose therefore to lay before you, on the various topics suggested for discussion by the Government of India, certain opinions which are widely held by the Managers and Heads of Aided schools in the Province, and to request you to deal with them as you think best, with the object of securing that, in some way or other, they may be set before the Conference.

(*a*) *Remuneration of Teachers.*—We are of opinion that a very determined attempt should be made to improve the status and prospects of teachers. All efforts for the improvement of their training, however well devised and liberally supported, must fail unless we are able to attract to the Profession, and to retain in it, young men and women of ability and character. At present we can do neither. Many regard the teaching profession merely as a stepping-stone to something more remunerative. Many young men, after some experience of teaching in Aided schools apply for posts in Government schools with the object of entering the Provincial Civil Service later, as Extra Assistant Commissioners for example. We should like to see the profession made attractive enough to induce some of the very best amongst the domiciled community to adopt it as their life's work, and we are convinced that no permanent improvement will accrue to European Education unless this is done.

We should like to see the pay of teachers increased and some provision for the future made by the establishment of Provident funds, liberally aided by Government.

For the present, the scale laid down in the Burma Education Code, as revised in 1910, seems to offer a fair basis with a few modifications. The scale is as follows:—

High School Teachers	...	Rs. 200 rising to Rs. 400.
Middle School Teachers	...	„ 140 „ „ „ 200.
Primary School Teachers	...	„ 80 „ „ „ 140.

In all cases the increments are annual ones of Rs. 10. I should, however, suggest the following modifications:—

(*a*) When a man is brought out from England he should commence at Rs. 300, if sufficiently qualified, instead of beginning at the minimum laid down in the Code.

(*b*) The *minimum* salary of any man should be Rs. 125, and of a mistress Rs. 100.

(*c*) It should be left entirely to the Principal of the School to decide in what department of the school, and in what class, any individual teacher should work, the Code division into High School, Middle School and Primary School being retained only for the purpose of calculating the establishment to be allowed to the school.

In the event of Provident funds being established, unless the Government's direct contribution were very generous, I would suggest raising salaries a little higher still, in order to allow for the teachers' contributions, thus placing them more on a level with their equals in Government service who obtain their pensions without any contribution of their own.

I would also suggest that for the purpose of reckoning salary, experience in teaching, if gained in public schools in any other province or in England or America, should be reckoned to a teacher's credit; so that an experienced teacher brought into the Province would not have to commence upon the minimum pay of his appointment.

As regards Principals of Schools, the following scale has been suggested to some of the Managers and approved by them:--

(1) In High Schools—

Men	...	...	Rs. 500 to 700.
Women	...	...	„ 400 to 500.

(2) In Middle Schools—

Men	...	...	Rs. 250 to 300.
Women	...	...	„ 200 to 250.

(3) In Primary Schools—

Men	...	...	Rs. 175 to 200.

(*b*) *Grants-in-aid.*—Government should be prepared to support schools of whose administration and financial arrangements it approves, to an amount equal to the income from fees and private sources.

At present, in calculating the difference between income and expenditure, the Government allows under the latter head only salaries together with 10 per cent for contingencies. It seems fair, if this system is continued, to ask that all legitimate items of expenses should be allowed to be included as well, such as municipal taxes (a large item in many big towns, as Rangoon), insurance, prizes (a necessary item in all schools), repairs to buildings, and so on. Government should allow leave allowances to teachers to be reckoned as expenditure. This is especially desirable in schools which draw a number of their teachers from England or America to whom a certain amount of leave on half pay is a necessity.

(*c*) *Inspection of Schools.*—All promotions and other internal arrangements should be in the hands of the Principal. Inspection should take the form which it now has in Public Elementary and Secondary Schools in England, namely, a visit paid without notice, in order that the Department may see whether the School is being efficiently conducted. Inspectors should be instructed, as they are by the English Board of Education, that advice and encouragement are as much a part of their work as criticism. The inspector should enter the school as an outside expert whose advice should be of the utmost value to the head of the school and his assistants.

(*d*) *Distribution of Schools.*—In the case of an Aided school, Government undoubtedly has the right to question whether its existence in a particular place is justified. If it decides adversely in any case, it should make a transfer a condition of the continuance of grant. Due regard must be had, however, to differences of religious belief, if acute.

(*e*) *Training of Teachers.*—In the opinion of the majority of those whom I have consulted, this topic is, in many ways, the most important of all. We need teachers much better trained than they are at present, the training to be not merely a narrow "professional" one but widened by being brought into as close touch as possible with University work. Hostels might be attached to the University in which young men and women might live, taking their College course and having their outlook widened by intercourse with others who are reading for all sorts of professions and walks in life, yet after obtaining their Degrees or while reading for it, also obtaining their professional training as teachers.

APPENDIX 10.

Memorandum prepared by Mr. W. P. S. Milsted, Headmaster, High School, Allahabad.

(*a*) *and* (*b*). *The remuneration of teachers and Grant-in-aid.*—The only way that I can see to secure adequate salaries is for Government or Local Governments to take over *all* European Schools—as they have done District (Native) High Schools—for Government to grade those schools according to the *work* done therein, for Government to fix salaries (beginning with a minimum and rising to a maximum) of approved teachers and then leave it to the Local Committee to supplement those salaries according to the funds at their disposal. The Grant-in-aid would accordingly be based upon the amount of grant required by each school to maintain an adequate staff. This would secure an efficient teaching staff and still leave Local Committees to make that staff extra efficient, or improve the school in the matter of apparatus, etc., out of Local funds and fees. If the salaries are paid by Government that school should be able to maintain itself without further assistance. Any grant arising from the Laidlaw or other fund could then be devoted to maintenance or improvement of buildings, etc.

The Bishop of Bombay would group the schools as :—

I. *First Class Boarding Schools*, usually situated in the hills, fees high, usually well paid staff, children of well-to-do parents, etc.

II. *Second Class Schools.*—All the Boarding Schools and Day Schools usually situated in the plains, children of parents unable to send them to the hills, fees usually low, and suggests that Headmasters for example in Group I. should be paid Rs. 750 and Headmasters in Group II. Rs. 500, and the staff accordingly.

On the face of it this is not a just division. In the Hill Schools it is usual to take into consideration the advantage of climate ; a teacher in a Hill School is satisfied with *less* than a teacher who lives in the plains.

Secondly, if Hill Schools charge higher fees, there is no urgent necessity for Government to pay the staff more than the staff in a plain school where fees are admittedly lower. More assistance is obviously necessary to the school whose income from fees is lower. The *need of the children* in both schools is the same ; it is immaterial whether they come from "well-to-do parents" or otherwise. A boy in the plains requires quite as good an education as a boy who is able to go to the hills. I am strongly opposed to class distinction of this sort.

Grade a school according to its *work* and efficiency, not according to its geographical position. There can be only 3 grades, High Schools, Middle Schools and Primary Schools, and the grant made on the salary received by the staff should depend upon that classification and upon that alone. Let the Inspector grade the schools, let Government fix the salaries according to the grade and on the understanding that the standard of the school and the efficiency of the staff is maintained. But to class all Hill Schools as "First Class Boarding Schools" and to relegate "all the Boarding Schools and Day Schools in the plains" as Second Class, shews a limited knowledge of the efficiency of many plain schools. For example :

The Bishop of Lucknow would group :—

The Diocesan School, Naini Tal, as First Class.

The Boys' High School, Allahabad, as Second Class.

The Colvin Free School, Allahabad, as Third Class.

The hardest school to work would probably be found in Group III, *viz.*, in Free Schools. For this it is proposed to pay the Headmaster Rs. 300 per mensem. He has to deal with very inferior material, work under very trying conditions and is assisted by a staff whose *total* salary will amount (according to the Bishop of Bombay's Scheme) to Rs. *980* per mensem. The School in the Hills is classed as "first class" (perhaps this may refer to the climate). The work of the Headmaster there is comparatively light. Discipline is easily maintained, the boys are admittedly of a better class ("of well-to-do parents") and the work is easier and the material in every sense better than that in such a school as a Free School. The Bishop of Bombay suggests that for such a Hill School, for *an equal number of teachers* as in the Free School, the total salary should amount to Rs. *2,175* per mensem. Or again, for an exactly similar in the plains (as the School in the Hills) he suggests that the total salary should be Rs. *1,475*. I can see no reason in such a classification.

The only means of classification, as I have said, is in the work and efficiency of the schools. Such considerations as *Geographical position* (as a matter of fact it is usual that a man is willing to accept less in the hills than in the plains, whereas it is suggested he should receive more) and *Class of Children* (Masters of Clifton, where there are children of "well-to-do parents," in some instances receive less than a Boarding School Teacher) should not enter into the calculation.

Let the Inspector grade the schools, let the Government Grant-in-Aid provide for salaries having established the scale according to the grade, and leave Local Committees, Laidlaw funds, Endowments, Voluntary Subscriptions, to provide for the rest. They will be able in most cases to provide necessities, if not luxuries. If they cannot, special grants could still be made to meet special needs.

This would also give the various denominations an opportunity for raising the standard of their own schools according to their own efforts and energy.

The remarks refer to *all* European and Eurasian schools irrespective of creed, etc.

(*c*) *With reference to the Departmental administration and inspection of European Schools.*—Headmasters at present are well nigh overwhelmed with clerical work. Each school has a Correspondent, who is supposed to do this work. In most cases the Correspondents pass the forms, etc., on to the Headmaster "for disposal." Forms measuring 36″×20″ ruled with innumerable columns are a burden to the Headmaster, take up a considerable space in his office and most of his spare time. The remedy seems to be—(1) either the Correspondent does the work he is elected (but does not usually elect) to do, or (2) the clerical work must be simplified if the Headmaster is to exercise any supervision over the School work. The Inspector suffers in the same way. With an inadequate office staff (at least in the United Provinces) he can only visit a school perhaps *once* in the year.

Relieved of some of the clerical work and number forms without number, he should be able to pay three or four visits to a school. The Inspector's report should be based on something more than that, I have *no* complaint to make of these reports, but they would be of much more value if a school were visited in March and the Inspector pointed out what he wished done, weaknesses apparent, &c. For his second visit, say in July, he could note what steps had been taken to remedy defects and what action had been taken to give effect to his suggestion. Finally at the end of the year, he would visit the school again and then make a final report on the year's working.

This would mean that an Inspector was kept pretty well to inspecting and advising, which to me seems to be his function. At present he is an overburdened secretary, rushing round at intervals to see if the school work is still going on. If two men are needed, let them be supplied. One man can run the Inspector's office and do the Clerking and one can do the Inspecting.

At any rate, in this province an Assistant Inspector seems greatly needed. There is no reason why both should not share the work of Clerk and Inspector; one in the office while the other tours. This seems to me an urgent necessity.

Simplify the clerical work of the Headmaster, or better still, relieve him of it altogether, and let us have more inspection and more help from the Inspector. He would not then be a sort of "visiting justice," but a scholastic adviser and helper.

(*d*) *Distribution of Schools with reference to the demand.*—In the United Provinces schools have been provided to meet the demand. I am strongly in favour of concentration, one or more thoroughly efficient High School, one or more thoroughly efficient Middle School, one or more thoroughly efficient Primary School, are to be preferred to the multitude of inadequately staffed, badly equipped, ill managed so called High Schools. Government should provide such schools irrespective of denomination. If any particular denomination wishes to run a school of its own, it should be permitted to do so provided it supplies the funds and reaches the standard required by Government.

In all schools religious instruction should be left to the direction of the Managers and, in the case of schools where the boys are of various denominations, facilities should be offered to permit religious instruction being given to the boys of the various denominations.

(*e*) *Training of teachers.*—The present system seems to me to be faulty. Lads of 16 may be admitted for training. It is obvious that immature lads in mind and body are not fit to *train*. You must have better materials to work with. I have dealt with this subject at length in my paper read at the Conference in Calcutta in 1910 (see Appendix "A").

My own experience shews that the "*trained teacher*" has a good deal of method and very little matter Boys out here read very little beyond their school text books. (A "trained teacher" asked me last year when I was proceeding on leave, whether I would put up at "*the* dak bungalow in London"). The situation is so obvious and known to all Headmasters that I will not labour the point. The remedy seems to be this. Let the prospective teacher serve an apprenticeship of say four years in the school as Pupil Teacher. You will then see whether he has any aptitude for teaching and whether he is likely to develop as a scholar. During this period he should read--for the want of anything better—for his degree, or at least his F.A. Having secured this he might be admitted into the Training College after passing an Entrance or Scholarship Examination. Make the prospects sufficiently enticing, as suggested in paragraph (*c*) and you will get the men "men of little learning" but still men and not immature lads as at present.

(*f*) *Collegiate Education.*—European and Eurasian hostels are necessary. No provision is made to encourage or to enable boys to continue their education. From my own school there are eleven boys reading for a degree and some are only enabled to do so because I set aside part of the school boarding house for them. Otherwise they would have to reside in the bazaar. My suggestion is that a bungalow be rented, a limited number of candidates admitted, a small fee charged to cover board, and a resident tutor would be placed in charge. In Allahabad this could be done.

I can secure a bungalow, arrange rooms and studies, and supply a resident tutor (Mr. A. B. Stokes, M. A., Hons., Cambridge) who would supervise the work and conduct of the residents. They would attend the Muir College lectures. The hostel would be open to all provinces. It might be advisable to try such a scheme before building anything in the shape of a hostel.

As regards funds for maintenance, Government might aid such a scheme as an experimental measure, say for 5 years, and the Laidlaw Fund or the Pan Anglican Offertory might be utilised to make up a deficiency in income. Such a scheme seems to be practical and most necessary. The students would lead a collegiate life, be under direct supervision when not attending college and be encouraged in games and in wider reading, instead of, as at present, simply

reading for a degree in a Native College without entering into anything like the varsity life, and all that makes for a collegiate education.

The result would be that a man having so read would be fit to *train* as a teacher or for such other appointment as may be open to him. He would live in the hostel under something of the same conditions as in a college at Home, he would attend lectures and I think gain mentally, physically, morally and socially. At present the European boy attends the college, leaves it at the earliest moment and takes little or no interest in college life. I would plead that as Government has assisted numerous Native hostels with funds, has given building grants (*e.g.* Cawnpore Institute, 1911), they might fairly be asked to do something similar for the European and Eurasian Community.

Appendix A to Mr. W. P. S. Milsted's note.

Being extracts of a paper read at the Conference upon European and Eurasian Education in Calcutta, December 1910.

At 3 P.M., when the Conference resumed, the following paper was read by Mr. W. P. S. Milsted.

Teachers and Salaries.

The object of this paper is stated in the Agenda. It is to open a discussion. I therefore propose to touch briefly on the five points under the heading of Teachers and Salaries, not with a view of laying down any definite conclusions, but with the object of putting forward suggestions, which may form a basis for discussion. Further, I have made little reference to authorities, but have relied rather upon a practical experience of my own, acquired during 14 years' teaching in European schools in India.

The first necessity is to realise the condition of things in European schools in India. Remedies may then be applied.

The first question asked is, "to what extent is it necessary or desirable that teachers should at present be brought from abroad?" The Teaching Profession at present, I venture to think, does not appeal to men, even as a profession. It has been called "the refuge of the destitute." I have advertised for Assistant Masters and Hotel Managers, Carriage Examiners, failed Rurki men, elderly Clerks and the like, apply—not because they have any intellectual attainments, or are fitted by personality, character, or leadership, but because, being failures elsewhere, they hope to secure a situation in a profession which is, to a great extent, looked upon as one any man can take up, or as one which will supply their wants for a time, until they get a better job. I myself have been on a Staff with a failed Permanent Way Inspector, on another with a man who was turned out of the Police (and eventually out of the school), and so on. The need, I think, for a larger and better qualified staff is so obvious that I need not labour the point; but with regard to the number on the staff of a school I would like to point out the danger of assuming that what can be done in a better climate, like that of England, can also be done equally well in India. It is necessary to have a larger staff in India than would be considered essential in England. But, I think, the solution of this difficulty of getting larger and better qualified staffs is not so much in bringing out men from abroad as in raising the standard of the man here. It is not desirable that teachers should be brought from abroad merely to teach in schools. Teachers from abroad are expensive, and their worth cannot be determined until they have settled down in the country. Home qualifications and references are not criteria of adaptability to Indian conditions. The pay of a teacher in India to a man at Home appears relatively much better than what he gets at Home. But he is not aware that his expenses are relatively much higher, and finding these things so, he looks for something better. Again, the man from abroad cannot, until some

considerable time has elapsed, realize the condition of the boys out here whom he is called upon to teach. Few things are more irritating, I think, to a boy out here than to be continually told what the boy elsewhere does: and this is very often the spirit in which the man from abroad deals with boys. Another point—the teaching profession is a field of employment for Eurasians, and one of the practical means of self-help; but the profession will not attract the best material, if the best posts are held by men from abroad. At present, as I have said, it is not attracting the best: if you import men from abroad, you make it even less attractive than it is. I think there is another objection to the man from abroad. As a rule, the best men from abroad do not come out here, and the inferior article is no better than the man out here, or perhaps I should say no better than you could make the man out here. As regards women from Home. The Principal of the Higher Grade Training College, Allahabad, tells me that statistics show that the teaching life of English women out here is extremely short: they get married.

Yet the difficulty remains—larger and better qualified staffs are required. Applicants out here for posts are not as a rule highly qualified; but the remedy lies in giving boys and girls out here the necessary qualifications. I will deal with this when I speak of the present provision for the training of teachers.

It is sometimes urged that the Englishman comes out to a non-Government post in India, because he has not proved a success at Home. I do not urge this or believe it. When I mention the names of Rowe, Beck, Stokes, de la Fosse and Wood, I do not think that this objection to the man from Home can be sustained, but what is true is that we have in India as good material as there is at Home, and there are possible Stokes' and Woods among us at the moment.

But to get such men we must attract the better men at the outset. It will be said, and rightly said, that the man must feel himself called to the work. But the clergy are called, and they have their training, their chaplaincy, their substantive salary, their security of tenure, their leave, their furlough, their promotion, their pension. If you provide the same for the teachers, you will get the men, and the right sort of men.

To take the first-mentioned fact first—the training of a teacher. At present it is not only inadequate, but absurd. A raw youth, having passed the High School Examination, goes to a Training College, which seldom has more than one scholar on its staff, and for two years he reads Sully's Psychology, James' Talks with Teachers, a cram book by Dexter and Garlick on School Management, and the like. The inadequate intellectual equipment—a High School Pass—is to be trained. I ask "On what"? Does not the athlete develop his muscles before he trains them? Does not the preacher study what to preach before he preaches? Yet we take the immature mind, lacking information and intelligence, and train it in the art of teaching before it has the material on which to train. To give special training to a comparatively ignorant person produces a lack of a sense of proportion, intellectual narrowness, and a tendency to conceit and self-satisfaction on the part of those who do not know enough to know how much there is to know. Hence, in these cases, the first task is to give something like a general education and to lay a foundation. They must make up for the defects of previous education rather than receive a particular instruction. If the previous education has been complete and satisfactory, then let the special training proceed. The usual course, as I have said, is for a boy to go straight from school, meagrely equipped intellectually, immature in body and mind. He goes through a two years' course of Psychology and the History of Education, and is returned a Trained Teacher! Raise the qualification of the candidates for admission—make the Training College a place where the Science and Art of Teaching are taught—a place where there is more matter and less method—and make the candidates enter at an age when they are mentally capable of appreciating such training.

There seems to me to be two ways in which this may be done. Let him serve an apprenticeship here in India and send him Home to a Normal College in England; but this simply shelves the question, and it is a grievous mistake to teach them to despise things Indian. Rather let us make the

Training College in India like the Normal College in England. For two years I was Assistant Master in the Normal Training School in Cambridge connected with the Cambridge Day Training College Men—not boys—were taught not only how to teach, but what to teach. The first step therefore is to make our Training College like the Normal College at Home. The second step is to prepare our boys so that they may be fit to benefit by that training. I would suggest that a boy on leaving school should serve an apprenticeship in a school for four years as a Pupil Teacher. Let him do two hours' teaching a day, and attend—for want of a better course—the College Classes and work for his B. A. At the end of 4 years you would know two things—whether he had any aptitude for the work of a Teacher, and whether he was a Teacher or only a lad pitchforked into a profession because he could not find anything better. I feel certain that this method would give us better informed, better equipped, better inspired men for the work. The crux of the whole question is not what salary, what pension, what provident fund you will provide—it is what men can you train and how will you train them? Get a lad, imbued with the love of teaching, and salaries and provident funds, though helpful, are not essentials. Many teachers out here—real teachers—are philanthropists or missionaries, and while rewards sweeten labour, the labour to them is sweet. I do not wish to despise a salary: looked at in one way, they are at present despicable. I have paid a teacher less than my cook—but that was not the fault of the cook. The fault obviously lies in the fact that the teacher was under-paid. Salaries must be generally increased and reasonable prospects must be held out. More men would thereby be attracted: the field of choice would be wider, and the class of men better: at present the Assistant Master has no status, and this re-acts on the school. We must have teachers of a good stamp, and salaries must make the profession an attractive one. If we require a lengthened apprenticeship, as well as two years' training, we must be prepared to make adequate compensation for this outlay of capital, *i.e.*, six years' training. There should be a minimum salary common to all schools of the same grade throughout each province, rising gradually to the higher grades. This would obviate to some extent the continual change of teachers most schools suffer from. At present one school offers Rs. 200 a month to a man, because somewhere else he gets Rs. 120. One school benefits at the expense of another, and this means that one set of boys suffer for the sake of another.

Raise the age at which training begins, raise the quality of the man to be trained, raise the standard of the Training College, and you must raise the salary to be sure of securing the article you have produced. I do not know how far we can legislate for this, but it is the only way to secure efficiency. Add to this a provident fund, and I think you have made an attractive profession—attractive financially, as it always will be essentially.

In my own school, we put aside 10 per cent of our salaries, and a like amount is added out of school funds. The utility and attractiveness of a provident fund are obvious. It is more than expedient—in my opinion, it is necessary to have a provident fund. And there need be no difficulty about the matter. I should like to emphasize the fact that a provident fund does not need to be "financed." However straitened the means of a school, the staff is regularly paid, and they should be made to subscribe a certain percentage of their salaries on the understanding that the school will add, should funds permit, whatever it can up to a like amount. In teaching men—many of them young—to save their money, a provident fund will serve a most useful purpose: if the school is in a position to help, the attractiveness is enhanced. A pension scheme can only be dealt with when funds are available for this and only this purpose.

I have left item 2 of the Agenda to the last—last and least. The first points to settle would be what special subjects should be taught in the school. In what classes should they be introduced? How much time should be given to them? Should they be optional or compulsory? What is the syllabus to be? Let us assume that a certain syllabus is decided upon. The next step is to include these subjects in the Training College course. The Principal of the Higher Grade Training College, Allahabad, informs me that "Special" Teachers at Home have proved failures. If we are to introduce Kindergarten, Domestic Economy and

Manual Training, these subjects should be added to the Training College course. It is in the Training Colleges that we require "Special" Teachers, not in the schools: and Kindergarten and Manual Training should be introduced into schools after teachers are available.

The subject of Domestic Economy needs defining: it is often solemn nonsense. If it includes cooking and dress-making it is good. Manual training is an attractive term, but to my mind an over-elaboration of detail. To put all the boys of a class to make a joint, when only perhaps a couple of them have or ever will have an aptitude for it, is an elaborate waste of time. And in this country especially there is no opening for a practical European carpenter or blacksmith. The education may be wide; but it will be very thin.

I am of the opinion that the ordinary curriculum, which we at present find ample, which we at present admit is inadequately carried out, cannot be extended at present. I would venture to suggest that the school boy should follow his literary and mathematical studies. While at school boy scouting will make him a handy man, and after school days there should be, if possible, Trades Preparatory, or Branch Technical Schools. But let the school remain a school: do not turn it into a workshop. Speaking generally, there is little room for manual training—whether looked at from the point of time or of utility. Let us strengthen what we have, and, having made our roots firm, Branch Institutes or Continuation Schools for Workshop practice in woods and metals, Practical Mathematics, Elementary Science with Practical Laboratory Work, Commercial Geography, Elementary Book-keeping and the like can follow the close of a boy's school career.

APPENDIX 11.

Paper contributed by the Rev. Father T. Vander Schueren, S. J., on the Educational Policy of the Roman Catholic Church.

I.—BOARDING SCHOOLS.

The Catholic view and the principles upon which it is based

Catholic schools with Catholic teachers and under Catholic management are the only ones which are acceptable to Catholic parents for the education of their children.

With regard to the religious upbringing of Catholic children, the Roman Catholic Church holds that this does not consist merely in a certain amount of religious instruction or in the teaching of religious tenets more or less after the manner in which secular subjects are taught. Religion lies at the root of all character training and with its lofty ideals and the high sense of duty which it inculcates is the chief factor in the building up of character. While receiving instruction in those subjects which are calculated to bring about a healthy development of the mental faculties, constant attention is paid to the development of the qualities of heart and soul. The pupil is trained to become a good Catholic, loyal to his religion and faithful in fulfilling the duties it imposes upon him, because a loyal and faithful Catholic is necessarily, we believe, a useful member of society and a loyal and faithful subject of the Crown. The whole moral training of the pupil is therefore intimately connected with his religious training, and the training of the will and the formation of character cannot be restricted to a few hours in the day, but claim constant attention. Any real system of education to be complete must tend towards the development of all man's faculties. The will therefore must be trained and it is the Catholic contention that the training of this faculty, so essential to the development of character, can only be fully attained on a basis of religion. Hence the necessity, from the Catholic point of view, that the management and staff and indeed the whole atmosphere of the boarding school should be Catholic.

Religious Congregations and Teaching Orders.

The importance which the Roman Catholic Church attaches to this system of education has brought into existence a large number of Religious Congregations and Teaching Orders in which the members are trained especially to teach and to conduct schools; their chief, if not sole object in life, is to impart to Catholic youth the best secular education they can command, together with the best moral and religious training they can give. The very presence of these religious men and women with their singleness of purpose, the absence of family ties and worldly motives, which enables them to give all their time and all their efforts to the work of education, the special care and special attention they can consequently give to the children entrusted to them; all these seem enough to justify Catholic parents in refusing to consider any non-Catholic boarding school as an acceptable substitute. These reasons probably also account for the fact that so many non-Catholic parents are anxious to avail themselves of the advantages offered by such a system of education.

How Catholic parents view Neutral Boarding Schools.

More than nine months in the year are spent in a boarding school away from all direct home influence. The duties therefore and obligations of the parents with regard to the religious education of their children are transferred to the school and to the school authorities. Catholic parents know what these duties and obligations are and realise that these cannot be fulfilled in a school which is not Catholic. Hence their unwillingness to send their children to Neutral or other non-Catholic boarding schools, even though their doing so

would result in material advantages to themselves, and notwithstanding the fact that in many a case it implies that they have to place their children in a lower graded school or in a school less favourably situated.

That such are the views and feelings of Catholic parents may be shown by their action in the case of a proposal made by the Eastern Bengal State Railway authorities. A meeting of four Officers, with the Deputy Traffic Superintendent as President, held on the 21st March, 1911, had drawn up a scheme of education for Railway employés. In Article 6 of this scheme it was proposed that the Victoria Boys' School and the Dow Hill Girls' School at Kurseong be selected for the education of the children of the Eastern Bengal State Railway employés and that special arrangements be made with these two Government schools for the purpose. On the 12th April following, representatives from among the employés met the Committee to consider these proposals. Among the representatives invited, eight were Roman Catholics and these unanimously declared that Article 6 was unacceptable to them. Although the education given in these two Government schools was of a strictly neutral or undenominational character and facilities were given for religious instruction in the different persuasions to which the children belonged, the Catholic representatives declared that Catholics would not place their children as boarders in these schools when suitable Catholic boarding schools were available. Unless therefore two Catholic Schools were likewise selected, Catholic employés would necessarily be excluded from this scheme which was however meant to be equally beneficial to all the Eastern Bengal State Railway employés. As a result of these representations, two Catholic boarding schools, also situated at Kurseong, *viz.*, the Goethal's Memorial for boys and the St. Helen's for girls, were added to the two schools already mentioned in Article 6.

Conclusion.

As regards boarding schools therefore the policy of the Roman Catholic Church and the general practice of Catholics is "Catholic schools under Catholic management and with a Catholic atmosphere."

An Important Remark.

The reasons given above may not appeal equally to all, but this is of little consequence practically. The fact remains that for the Catholic community no other boarding school is or can be acceptable, and this fact must be faced even though the principles upon which it is based be rejected.

The Position Occupied by Roman Catholic Schools.

It can be shown (*cf.* Appendix) that the number of children attending Roman Catholic schools in India and Burma is larger than the number attending all other schools. It can also be shown that the estimate which places the number of Catholic children attending schools at 50 per cent of the whole schoolgoing population of India and Burma is a fairly correct estimate.

Two Practical Conclusions.

Reading this in connection with the statement made above regarding boarding schools, the following conclusions suggest themselves:—

1. Any boarding school erected and maintained at the cost of Government or of a Railway or of any other public body, at whose hands Roman Catholics may expect to receive the same treatment as Protestants and other non-Catholics, is an expense incurred in favour of one half of the community only, the other half not being able to avail itself of the favour seemingly offered to all. The suggestion that the offer is really for all cannot, in the light of what has been stated above, be regarded as otherwise than an error in fact even when it is stated that the boarding school is being or will be conducted on strictly neutral lines with every facility given to all denominations.

2. If the Government or a Railway Company erect and maintain a boarding school, the intention of the Government or the Company is to help Government servants or Railway employés to give their children a suitable education at a fee low enough to meet the means of the parents for whom it is intended. This intention must extend to all, independently of the religious persuasion to which they belong. In the light, however, of what has been stated above, it is clear that in reality this intention extends only to one half of Government servants or Railway employés. It seems therefore that the other half has as good a claim to the same treatment. The contention is not that the Government or the Railway Company should not erect and maintain special schools for the benefit of their own servants. There may be and there probably is a demand for such schools and the existing schools satisfy a want. Nor is it contended that the Government or the Railway should likewise erect and maintain Catholic boarding schools. The contention is that the Government or Railway should give, although it may have to be in a different shape, to that half of its servants who are Roman Catholics those same advantages and that same favour which it gives to the other half of its servants in the boarding schools it has established and maintains. To obtain this equality of treatment the Government or the Railway will not be called upon to spend the vast sums needed for the erection and maintenance of schools, as Catholic boarding schools are already in existence. The only thing required is that the Government or the Railway Company should contribute towards the school fee of the children of its Catholic servants and employés that amount which will enable parents to place their children in an existing Catholic boarding school at the same cost and expense which in the present circumstances suffice to place them in a Government or Railway boarding school of the same grade and standing. The proposal of the E. B. S. Ry. mentioned above is nothing else than the carrying out of this conclusion. The same effect could be obtained if the Government or Railway select certain Catholic boarding schools of the same grade and standing and subsidize them to such an extent that the school authorities may be able to receive the children of Catholic Government or Railway servants as boarders on the same reduced terms which would gain them admission to the Government or Railway schools.

It is a fact that a large number of Catholic Government and Railway servants cannot give to their children that same education which their Protestant fellow servants are enabled to give them and it does not seem right that this should be so. Reports sent in from all parts of India and Burma, in view of the Simla Conference, emphasise this fact and Managers of Catholic Schools make an urgent appeal for equality of treatment. It is hoped that this appeal will meet with favourable consideration on the part of the members of the Conference and at the hands of the Imperial and various Provincial Governments and Railway authorities.

II.—DAY-SCHOOLS.

It is desirable from the Catholic point of view that the day-schools attended by Catholic children should be Catholic Schools under Catholic management. In a minor degree and to a lesser extent the reasons set forth with regard to education in boarding schools hold good also for day-schools. Even a day-school must look to the full development of the pupil and not aim at the development of the mental faculties only. In the case of a day-school however the pupils remain under the direct influence of their parents and also under the direct care of the resident or visiting priest or clergyman of the locality in which the day-school is situated. In many a station in India, where Europeans and Anglo-Indians reside, a day-school is necessary to provide for the school education of the children of the domiciled community who would otherwise receive no such education at all. This education is generally of a primary nature and does not extend beyond the 4th standard. In most of the Railway centres, which are not at the same time civil stations of some importance, these conditions obtain, and the Railway Companies have opened primary and, in some cases, middle schools under Railway Management and supported from Railway funds. These schools are frequented to a large extent by the children of Catholic

parents, and in most cases the arrangements made by the authorities are such as to render the school acceptable from the Catholic point of view.

It may be useful however to define some points with reference to these schools which express the views held by Roman Catholics on this subject :

1. No clergyman of any special denomination should hold the position of Secretary of such a school or occupy a place on the local board of management of the school or otherwise exercise any special control, unless the same be extended also to the ministers of other denominations. Religious susceptibilities are easily wounded, and special consideration given to the representative of one religious persuasion is readily resented by the others.

2. During school hours the teaching should be of an exclusively secular nature. Teachers should not be asked by the school authorities to give, nor should they take upon themselves to give, a course of religious instruction of whatever nature or description it may be. The school authorities should give every facility to the ministers of the various denominations for the religious instruction of the pupils belonging to their respective persuasions. Any special arrangement in virtue of which a teacher belonging to one denomination gives religious instruction to the pupils of the same denomination should be an arrangement made between the teacher and the minister of that denomination freely accepted by the teacher without any pressure or compulsion on the part of the school authorities.

3. If in addition to a Government day-school or a Railway day-school there be in any locality also a Catholic day-school under independent Catholic management, a free choice should be left to the parents as to the school in which they wish their children to be educated, and Catholic parents should not be deprived of any of the advantages offered to them in the Government or Railway day-school because they prefer to place their children in a Catholic day-school.*

* The Rev. Father C. Flink, S.J., of St. Xavier's College, Bombay, states that he fully concurs with the views expressed in this paper.

Appendix to the Rev. Father T. Vander Schueren's paper.

I.—OFFICIAL RETURNS SHOWING THE CLASSIFICATION OF SCHOOLS AND THE NUMBER OF PUPILS IN EACH CLASS OF SCHOOLS.

Province.	Roman Catholic.	Church of England.	Other Protestant.	Railway Schools.	Government Schools.	All other Schools.	TOTAL.
Bengal	4,852	1,412	825	870	332	603	8,894
Burma	2,124	1,135	...	126	146	448	4,039
Madras	3,683	1,172	596	762	432	164	6,809
Central Provinces ...	1,035	366	...	...	...	...	1,401
Bombay	1,480	1,055	546	...	...	...	3,981
Punjab	944	539	...	128	...	424	2,035
United Provinces ...	1,765	1,241	554	764	...	...	4,324
GRAND TOTAL ...	15,943	7,820	2,521	2,650	910	1,639	31,483

II.—NON-CATHOLIC PUPILS IN CATHOLIC SCHOOLS.

A circular with a detachable slip was sent to all the Headmasters and Headmistresses of Catholic Institutions in India and Burma in which European and Anglo-Indian children are educated, with the request that the following information might be sent in on the detachable slip:

(1) the number of Catholics,

(2) „ „ „ Protestants,

(3) All others.

The information received is incomplete, a certain number of schools failing to send in the slips. Whereas the official figures show a total of 15,943 pupils in all the Catholic schools, information on this head was received with regard to 14,218 pupils only, the classification being as follows:—

Catholics ...	...	...	...	...	11,581
Protestants ...	...	...	...	...	2,348
Others ...	...	...	...	...	289
		Total	...	...	14,218

III.—CATHOLIC PUPILS IN NON-CATHOLIC SCHOOLS.

It has not been possible to obtain definite information on this subject. The following probable estimates are offered:—

(*1*) *Railway Schools*: Information received regarding a certain number of Primary Railway Day-Schools places the number of Catholic children

attending these schools at about 40 per cent. The percentage is less in the case of Railway Boarding Schools.

A general estimate placing the number of Catholic pupils in all Railway Schools at 35 per cent does not seem therefore an exaggerated one.

(2) *Government Schools*: It is estimated that from 10 to 15 per cent of the pupils attending these schools are Roman Catholics.

(3) *All other Schools*: An explanatory note added with regard to these schools in one of the official reports states that by these schools are meant schools under non-sectarian management. This would allow of the supposition that a certain number of Catholic children attend these schools.

(4) *Protestant Schools*: Except in the case of some free schools or orphanages the number of Catholic pupils in these schools is probably very small and does not amount to more than 1 or 2 per cent.

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APPENDIX 12.

Letter dated 20th July 1912, from Mr. John T. R. Stark.

As the question of improving the education of children of the domiciled community in India is at the present time largely engaging the attention of the Government of India and the public, I venture very respectfully to give expression to a few thoughts which I trust may not be considered out of order.

I am very deeply interested in the welfare of this community and have for more than ten years been doing what little has lain in my power to promote a spirit of Self-help and Mutual Help among its members, and one of the directions in which I have used my humble efforts, is in trying to rouse the community to a sense of duty to itself, by recognising the urgent need there is for its members to do all they can to up-lift themselves by providing the necessary means for giving their children such education as will fit them for employment in some of the professions and other walks of life, not necessarily under Government, which require special training whether in England or in India.

With this end in view I established on the 1st October 1902 an Association which is called the Mutual Educational Association of Simla, as I felt that it was absolutely necessary for the members of the community to practise thrift by putting away systematically and regularly a fraction of their income monthly with the specific object of providing the requisite funds for meeting the expense of such education as I have mentioned above, when the time arrives for parents to determine the course to be taken by them in shaping the future career of their children (sons in particular).

I venture to enclose a copy of the rules of the Association and a statement which shows the extent to which members of the community who have come within my influence have responded to the call.

From the experience gained in connection with this Association and in other directions, I think I have reason to believe that a large proportion of the community are really deeply concerned about the future of their children, and are quite willing to do all that is possible to raise their condition. But unfortunately taken as a body the domiciled community may perhaps be described as poverty stricken, and again it is pretty certain that no matter what efforts may be made or organizations instituted by individuals there is no guarantee that when the promoters of the organizations are removed from the scene of their labours, the work promoted by them will be continued by others with the same persistent zeal and fervour.

That funds are urgently needed for the amelioration of the condition of the people under consideration there can be no doubt, and philanthropic gentlemen and religious bodies are now making a supreme effort to raise a sum of £250,000 throughout the British Isles for this purpose. There is also no doubt that these efforts are most praiseworthy, but after all even if this amount be raised it will scarcely be sufficient to touch more than the fringe of the difficulty and there will always be the fear that the working of the Funds may not be carried on with zeal and tact.

It is therefore, I think, absolutely necessary that the aid of Government be invoked to secure both the means and the agency for raising and improving the condition of the people. The presence of the domiciled community at all in India is due to the presence of Britain in India, or as expressed in the words of "Truth" (*vide* issue of 12th June 1912). "They are merely the pitiful results of British rule in India—educated they can earn a living and be a useful asset to the State, uneducated they are bound to become a plague sore." While therefore holding that it is the duty of every member of the domiciled community to do all that he can to help the body corporate to which he belongs, I venture to say that it is also the bounden duty of every Britisher who is resident in India, whether permanently or temporarily, whether in service, business, or trade to take his share of the responsibility of uplifting this people by bearing his part of the cost and this can only be enforced by an enactment of Government My humble view of the matter is

briefly that a European Education Cess in the form of a small tax on a basis of ¼ (one quarter rupee) per cent of the income of every European, Anglo-Indian or Eurasian working man residing in India either permanently or temporarily, and who pays the income tax, ought to be levied under proper authority of the Government of India.

According to a rough computation such a "Cess" ought to yield an annual revenue of about six lakhs of rupees and as the agency now employed in collecting the income tax could conveniently be employed in collecting this Cess also, no additional establishment charges on its account need be incurred.

This revenue which would be raised for a specific purpose from a particular class could without any charge of unfairness towards the rest of the population of India be used towards augmenting the annual grants ordinarily made by Government from the General Revenues for the education of the children of European and mixed descent, and would at once enable Government to bear the cost of such education, which I submit in such event should be made *compulsory* for all children of the "Domiciled" between the ages of 6 and 18 years, parents and guardians being charged fees on a graduated scale with due regard to the circumstances of each family, *free* education being given only in such cases in which poverty may be found so evident as to warrant it.

If the proposal suggested above were to meet with approval, I submit that Government would at once be in a position to bear the additional cost which, it is understood, must be faced if the pay and prospects of teachers of European Schools in India are to be raised to a standard that would be sufficiently remunerative to attract qualified men and women to enter the teaching profession and be retained in that service, and Schools would not be dependent for their very existence on precarious fees.

The smallness of the tax would be such as not to be burdensome on any individual, and it would have the double advantage of making the domiciled community help themselves to a certain extent, while at the same time making all Europeans for the time that they are resident in India recognise their obligations towards those who being descendants of Europeans have, by force of circumstances, to make India their home.

There is no doubt in my mind that an educated, contented domiciled community would be a real "asset" to the Empire, loyal and true, which could unhesitatingly be trusted should unfortunately trouble ever arise in the land of their adoption. So valuable would be this asset that in my humble opinion it would immeasurably out-value the small contributions (in the way of payment of the "Cess") that may be made by Europeans during their stay in this country.

Government having provided by a special tax for the establishment and maintenance of State Schools for the education of all children of European and mixed descent, it might be left to private effort to raise funds from which Scholarships could be awarded to students of promise who had proved themselves deserving of help, such funds being administered in the same manner as the Carnegie Trust and other funds of a like nature in Great Britain. This would give lads of grit and character a fair opportunity of continuing their studies in Europe and of competing for appointments in the higher Services and qualifying in arts and professions.

I can assure you, Sir, that the better classes of the domiciled community have already recognized the absolute need for higher education on a European standard, if they are to compete in the race of life with their educated Indian fellow subjects, and several of my acquaintances are yearly sending their sons to Europe at considerable cost and self-denial, and I think that the fact that provision is now being made in my fund for the higher education of about 120 children is an indication that there is an awakening among the members of the domiciled community which ought to be fostered.

I have already spoken to some members of the class with whom I am in touch regarding my ideas of a European Education Cess and compulsory

education for children of European and mixed descent in India, between the ages of 6 and 18 years, and so far as I am able to judge these ideas are acceptable to them.

In approaching you with this letter I do so not in my official capacity as a Servant of the State, but as a Citizen, and as one who has already had the honour of being decorated by His Imperial Majesty the King-Emperor for his humble efforts to ameliorate the condition of such Sections of the domiciled community with which he has come into touch during a period of service extending over more than 38 years.

I place these views before you for what they are worth feeling sure that they will receive careful and sympathetic consideration.

Mutual Educational Association of Simla.

Number of Members since inception in 1902.	Number of children for whom provision was made.			Total amount of Provision.
	Boys.	Girls.	Total.	
				Rs.
95	84	40	124	1,60,000

APPENDIX 13.

Notes on the Conference Agenda by Miss Sampson, Lady Principal, Doveton Girls' High School, Madras, dated 6th July 1912.

The European Schools in India.—Notes on section 7 of the Agenda paper: "The curricula," taken in connection with section 8: "The High School Examination and the feasibility of replacing it by a system of school leaving certificates *or* by the local examinations of an English University *or* both;" also in connection with section 10: "Departmental administration and inspection of European Schools."

Outline of notes.—

Page 2.—Separate "administration and inspection" for European Schools is imperative; *i.e.*, a separate Department to minister to the education of Europeans in India.

Two alternatives:—

(1) That this new Department shall have full powers of control, of inspection, of organization, of administration.

(2) That the transfer of the control, inspection and of the organization shall be made over to the Cambridge University.

Corollary: These Education Departments in India shall be the local centres and shall minister to the needs of schools on the lines laid down by—

(*a*) the European Schools, in connection with the school certificates, junior and senior, issued by the University of Cambridge;

(*b*) the University, in connection with the senior and junior Cambridge Locals.

Pages 3, 4.—The advantages of (2) over (1).

Notes.—On the junior and senior certificates, issued by the Cambridge.

Pages 2, 3.—University.

Pages 4, 5.—On the advantages of Senior Local over (*a*) the High School, (*b*) the Matriculation Examination of an Indian University.

Pages 5, 6.—On the influence of the change of examination on the curriculum of a High School. Example taken in a school, classed as A in the Madras Educational Department.

Pages 6, 7.—On the adoption of one or two or three of the locals.

Pages 7, 8.—On the high standard of these locals for poorer schools.

Notes.—It is of the first importance that provision be made for separate administration and inspection for European Schools; *i.e.*, that there shall be a separate Department to minister to the education of Europeans in India. It is imperative, further, that the officers appointed to this Department shall remain in the Department, and shall not be transferred from one job to another, either in or out of the Department.

Two alternatives are suggested:—

(1) That this Department for European education shall have full powers of control, of inspection, of organization, of administration.

(2) That the transfer of the control, of the inspection and of the organization be made over to the Cambridge University.

Corollary : That these Departments for European education in India shall be the local centres and shall minister to the schools on the lines laid down by—

(*a*) The heads of European Schools in connection with the Junior and Senior School certificates.

(*b*) The University in connection with the Cambridge Junior and Senior Locals.

On the Junior and Senior School certificates.—These Junior and Senior School certificates, issued by the Cambridge University (see pages 1 to 5 of the supplement at the end of the Regulations for 1912, herewith sent) are of two grades and are awarded to candidates who are presented for examination from schools accepted for this purpose. In order to be accepted, a school must be inspected by the Syndicate, or by the Board of Education, or by some other inspecting body under conditions approved by the Syndicate ; and the Reports of such inspection must be approved by the Syndicate as satisfactory.

It is evident that the above suggested Education Department in India cannot be appointed to inspect, for the Department together with the school managers are responsible for the maintenance of the efficiency of a school. "To offend and judge are distinct offices and of opposed natures," said Portia. If their grants are insufficient—especially to secure an efficient staff—and their principles retrograde, they must take the blame; if the head and the teachers are slack and stagnant, the teachers and head must take the blame.

Details for the award of the Junior and Senior certificates respectively are to be found on pages 4 and 5 and also on page 3.

There is an important note (at the foot of page 4 and of page 5) to the effect that schools may, on payment of a special fee, submit to the Syndicate for their approval their own syllabuses in any subject or subjects in place of those prescribed for the Junior or Senior Local Examinations. And, these special examinations will for the purposes of the school certificate be allowed to supplant the Junior and Senior Local Examinations, provided that economy is no object, and that in the judgment of the Syndicate the schedule submitted is of suitable and of adequate range and difficulty.

On the advantages of alternative (2) *over alternative* (1).—Appended below are the many and important advantages of (2), *viz.*, the transfer of responsibility for the education of Europeans to the Cambridge University over (1) the omnipotence of this new Education Department.

The grave disadvantages of giving much power of control to this Education Department are—

(1) The constant changes, therefore no continuity.

(2) The men are inexperienced in examination work as controllers of the examinations.

(3) Unanimity and uniformity are impossible.

(4) Expert examiners are not procurable in India.

(5) India is apt to fossilize officials and others, and to make them go in rule, and red tape is a god.

The only possible advantage—a very dubious one—is a possible knowledge of local needs.

In every way the University Locals have the advantage :—

(1) The work is continuous—no capricious changes of system.

(2) The controllers of the examinations are experts.

(3) There is uniformity of standard from year to year.

(4) There is an army of expert examiners.

(5) The progressive demands of the good English Schools in England must keep up to date the curricula of the examinations, the functions of the Syndicate; *i.e.*, there is every incentive to progress on modern lines.

On the advantages of the Cambridge Senior Local over (a) the High School (b) the Matriculation of an Indian University.—Besides the advantages shadowed above there is another forcible one: the Senior Local is accepted, under limiting conditions, by 21 boards, councils, etc., in place of their own respective entrance examinations [see pages 25 to 28 at the end of the accompanying Regulations] neither the High School nor the Matriculation Examination of an Indian University is so recognized. Hence students proceeding to Great Britain for collegiate or other higher studies will lose time if they have to take an entrance examination, and this they must do if they have only an Indian certificate.

The English Universities grant exemption from their entrance examinations to a candidate who holds a Senior Local certificate, provided that it satisfies certain stated conditions. If the English Universities thus, by their actions, acknowlege the possibility that the schools best know what are the needs of their pupils and are satisfied with the results, it seems needless to urge the superiority of the Senior Local to the Matriculation examination of an Indian University, an examination controlled by the requirements of a non-English community.

The ages: 19, for the Senior Local, 16, for the Junior, are much more suitable than the ages for High and Middle School examinations.

The date: December is convenient; at the end of our School year— a drawback is that the results will come long after we have reopened in January. This, however, will be no new thing.

The fee: It is the same, but the local fee may increase the cost to the parent. These local fees will be heavy only if papers are required to be set on special syllabuses [see note on School certificate in this paper—pages 2, 3].

This objection may be raised by those unfamiliar with the Junior and Senior Locals, namely, that the papers will be more suitable for England than for India. The objection is really trivial and superficial: botany, agricultural science, the practical side of domestic science are the only two subjects in which local conditions need be considered. Now the Cambridge Syndicate already makes special arrangements for botany papers for colonial centres (see pages 29 to 32 at the end of the Regulations) and would no doubt do the same for domestic economy and agricultural science.

On the Influence of the proposed adoption of the Junior and Senior locals on the curriculum.—The objection has been raised to the adoption of the Cambridge Junior and Senior locals that control over the curriculum would be lost. If, as is suggested (on page 2 of these notes) the control be transferred from the Education Departments to the University of Cambridge this objection need not be raised. If, however, the Departments continue to exercise control—a disastrous contemplation—it is necessary to show that this objection is as superficial as the last.

Take the Senior Local: There are 17 sections, besides one compulsory subject: arithmetic, for a pass, each candidate "must satisfy the Examiners" in three of these 17 sections, of these three, one must be English, and another a second language, Latin or French or German or Greek or Dutch or Spanish (more than one can be taken for each is a separate section). Here, it might be noted, if the School certificate (see pages 2-3 of these notes) is adopted an Indian vernacular might be added. No candidate may enter for more than seven sections and one subject of an eighth provided that this does not secure a pass in that section; one subject in section I (Religious Instruction) must be taken. [See Regulations, pages 14 to 19 for details of pass in each section]. The other sections are: 2. English, 3. History, Geography, Political Economy, Logic, 4 to 9. a second language, 10. Mathematics, 11. Chemistry, 12. Physics, 13. Biology, Domestic Science, 14. Agricultural Science, Physical Geography, 15. Book-keeping, mensuration, Shorthand, 16. Drawing, 17. Music.

A careful perusal shows that the extent of the examination is elastic and the scope adaptable to the curriculum followed in any particular school.

Let us proceed from generalities to a particular school; suppose that the Senior Local is substituted for the High School in a High School classed A in

the Madras Educational Department. The curriculum *can* remain unchanged, and the syllabus in each subject need be very little altered :—

1. Religious Instruction; 2. English; 3. History; Geography; 4 Latin; 10. Mathematics; 11. Chemistry; 12. Physics; 13. Domestic Science, Botany. [If Domestic Science be omitted (in girls' schools, for instance), Physics and Chemistry need not be taken. This seems a pity.] No change is necessary in the curriculum; for the one detailed above is generally followed in these A. High Schools.

As regards syllabuses: 10. *Mathematics* necessitates the covering of new ground, but not more than a boy or girl of average ability and with intelligent teaching can accomplish with ease; for the papers are straightforward, 2 *English* demands wider reading in English: an obvious advantage 4. Latin; it is possible that a higher standard may be required.

The curriculum is often looked upon as a round hole into which must be forced every square, pentagon, hexagon; polygon! whereas, in effect, the curriculum is a means to an end and should be elastic to suit the varying needs of the scholars so that each individual shall be developed in accordance with the bent.

On the adoption of one or two or three of the Locals —The Senior Local has, in these notes, been taken together with the senior. This may be open to controversy. Those who know the needs and limitations of existing Indian Schools must admit the desirability of a reliable outside test of a pupil's progress before he begins to prepare for his final school leaving examination. The Junior Local will provide this reliable test: the Middle School examination does not. The teacher, as much as the pupil, requires this outside test.

The same remarks should apply to the preliminary examination; but, in this case, the tender age of the candidates makes such an introduction highly undesirable.

On the high standard of these locals for poorer schools.—It may be urged that the adoption of these locals provides too high a standard for our poorer schools. And under existing circumstances the plea is just. But existing conditions are just what you are convened to remedy. Efficient teaching must be supplied to these poorer schools. What do they want with marble slabs for pastry boards when their head teacher is an uneducated woman, who has perhaps not passed her matriculation, and who has no better idea of education than our great grand mothers—not so good. Money spent on improving the staff is money well spent. A good staff, efficient in qualifications, imbued with lofty ideas of their profession is what all our schools are crying for.

To return to the point: there must be appointed efficient heads to these poorer schools, heads to whom the preparation of their pupils for the Junior Local is not an impossibility; for the task is not inherently impossible but impossible for the teachers now employed, and employed because there is no money to pay for others better suited to the posts.

Do not let it be urged that teachers in the elementary schools in England are perhaps no better than they are here. In the first place, that could not be, in the second, can we say in the face of all the unrest at home—that our educational system at home is perfect. If we do say so, we can have but little sense of one cause of our labour troubles. What we want in our elementary schools, be it in England or in India, is the influence of the educated woman, alive to all the interests of the day. And we expect to get such an influence for Rs. 30 or Rs. 40 per mensem.

Suggestions for the training of our best girls as teachers are already in your hands.

APPENDIX 14.

REMUNERATION.

Joint note by the Revd. Fr. Vander Schueren, S.J., Revd. Fr. C. Flink, S.J., Revd. D. Kuss, Very Revd. Fr. H. Norman, D.D., Brother J. A. Ryan, on the Remuneration of Religious Teachers in Roman Catholic Schools.

The position of religious teachers seems to be often misunderstood, and the grants given under the head of staff expenses or salary of teachers are not unfrequently based on an incomplete consideration of facts, and are consequently totally inadequate in amount. The following considerations may help to place the matter in a clear light, and the conclusions drawn may suggest a remedy to a complaint which seems to be general in the case of Religious Teachers.

1. Before the religious teacher actually enters upon his functions in the school to which he is drafted, he has in all cases to go through a course of special training generally extending over three years and often more. Reports sent in by the superiors of the various teaching congregations in India show that the expenses actually incurred in the training of teachers, for certain schools or groups of schools, have in many instances to be borne by these schools. Thus the Report of the Superior of the Christian Brothers' Schools in Bengal and the United Provinces states that before coming out to India every Brother has to go through a course of training at the Central Training College of Marino near Dublin. The whole cost of this training has to be borne by the schools in India for which the candidate is destined, as also the expenses incident to their coming out to this country. This same rule obtains in the case of several other religious congregations whose members undergo a course of training in Europe in the special institutions established by these congregations for this purpose. St. Xavier's College, Calcutta, may be quoted as a typical instance. Members of the Jesuit Order, appointed to join the staff, are before coming out, not infrequently sent to Pope's Hall, Oxford University, or St. Mary's Hall, Stonyhurst, or Manresa House, Roehampton, and attend a course of University lectures so as to specialize in certain subjects. In all these cases the Order bears the expenses incurred. St. Xavier's contributes besides a sum of Rs 3,000 annually towards the Institution in India established for the formation of the Members of the Order.

It is not expected that the Educational Department of the Government of India should subsidize the institutions in Europe in which religious teachers destined for India are trained, nor is it asked that the Government should contribute towards the maintenance of training institutions in India meant exclusively for the members of religious teaching orders. It seems however right that in calculating the expenses of a school this important item should not be neglected, and that when the remuneration of religious teachers is computed, even on the basis of expenses actually incurred by the school, this item should be taken into account.

2. As the school to which the religious teacher belongs has to meet certain expenses before it can utilize his services, so also has it to continue to incur expenditure on his behalf after his services can no longer be utilized. When old age or infirmity forcibly removes a religious teacher from the class room, the school, in whose interests the retiring teacher has devoted the best days of his life, considers itself bound to make that provision for him which the necessity of the case demands. It seems that expenses incurred in this connection may well come under the head of remuneration of teachers or staff expenses.

3. A certain number of incidental charges, as noted below, implying extraordinary expense on the part of the religious community of a school, occur and have to be met by the school.

(*a*) In the case of schools in the plains climatic conditions are generally such that in view of the arduous work carried on and the fact that the teachers are in most cases religious men or women who have come out from Europe for this purpose, it is generally considered necessary that they should have the benefit of a hill climate during the midsummer holidays. This involves a measure of additional staff expense, over and above the ordinary.

(*b*) Cases of illness, and at times prolonged illness, occur among the members of the religious community of a school, and necessarily involve an amount of additional and extraordinary expense.

(*c*) Owing to the severity of the Indian climate, it happens in some cases that the religious teachers brought out from Europe cannot get acclimatized or that after a short period of service their health breaks down so completely that on medical advice they have to return to Europe.

No special provision exists enabling the schools to meet these items of extraordinary expenditure. It seems therefore that allowance should be made for such expense when computation is made of the staff expenses in view of determining the remuneration of teachers.

Grants-in-aid are not made to the teachers but to the governing body that has undertaken to maintain the school in a state of efficiency.

Now it seems to be irrelevant to the public as well as to Government whether a governing body of a school offers money to pay for the services of competent teachers or whether it furnishes competent teachers and their services directly, for the public as well as Government demand primarily competent teachers and efficient work.

A fair remuneration proportionate to the services rendered by Religious Teachers ought therefore to be given, allowance however being made for the relative cheapness of community life.

The following factors should enter into the computation of such remunerations :—

(1) actual expenses of living,

(2) previous expenses of training and eventually of bringing out such teachers,

(3) provision for old age and infirmity,

(4) other incidental charges as detailed above,

(5) a fair valuation of services rendered.

In 1880 a special committee of enquiry was instituted to report on the Education and Employment of Europeans in the Presidency of Bengal. The Ven'ble J. Baly, M.A., Archdeacon of Calcutta, submitted a report to the Government of India from which we take the liberty of quoting the following passage as it bears directly on the subject treated above.

The remarks made by Archdeacon Baly so far back as 32 years ago and the arguments on which he bases them, with reference to the grants-in-aid given to Roman Catholic schools and the remuneration of religious teachers employed in them, seem so applicable to the present condition of these schools and are so much in harmony with the views stated in the above Memos. that a reproduction *in extenso* of the section bearing on this subject is likely to prove of special interest.

The report is as follows :—

From

VEN'BLE J. BALV,
Archdeacon of Calcutta,
Secretary to Committee of Enquiry on European Education,

To

C. E. BENARD, Esq., C. S. I.,
Officiating Secretary to the Government of India,
Home, Revenue and Agricultural Department.

SIMLA, the 15th May 1880.

I do not think that the subject of the grant-in-aid should be passed over without a remark on the disproportion shown on page 8 between the grants to Roman Catholic, and those to other schools. The smallness of grants-in aid afforded to Roman Catholic schools very much lessens the good which might be done by them, especially by those orphanages and schools for indigent children. Their managers cannot take in their full complement of pupils, not having sufficient funds to maintain them, and for those who are received, the arrangements, both tuitional and domestic, in some of these institutions, are not so good as they might be for the same reason,—the want of funds. "We could do more if we had more money," was often a plea when some defect was noticed. As may be seen from the statements on page 6, the work done by the Roman Catholic Church for European education in the Presidency of Bengal is only second to that done by the Church of England. It teaches 1,720 pupils in 26 schools, against 2,02[illegible] in 37 schools. Yet the total grant received by it from Government is only Rs 1,925 against Rs. 5,381 per mensem given to schools maintained by the English Church, although its orphanages and schools for poor children in the principal towns of the presidency are some of the most valuable institutions in India, and serve as the only places of refuge open to many a poor European orphan and indigent child, both Protestant and Roman Catholic. In my opinion, it is as ungrateful not to recognise the services of the Roman Catholic schools, as it would be unwise not to make the fullest use of them. I can only recommend, that in respect of State aid, they should be placed on an equality, and under the same system with other European schools.

The present inequality in this respect has not sprung from partiality on the part of Government, but partly from timidity or jealousy of State interference, on the part of their school managers, and partly from the fact, that in their religious orders they find a supply of unsalaried teachers whose cost is very much less than the cost of salaried teachers of other schools. From conversations held with many of the principals of Roman Catholic schools and from published minutes, there is reason to think that the Roman Catholic would take up the same attitude to State aid and control as the English and Presbyterian and Non-Conformist Churches. Their demand is that they shall have "Catholic schools for Catholic children," as the other churches claim to have Anglican, Presbyterian and Non-Conformist schools for Anglican, Presbyterian and Non-Conformist children. And, provided they are assured of entire freedom and non-interference in the religious instruction of children of their own communion, they will probably not hesitate in

common with other churches, to receive their fair share of State aid, and, with it, the State inspection and supervision of their secular teaching, and the "conscience clauses" proposed in India, and observed for many years past in England, for all children of other communions taught in their schools. On this principle their schools would acquire an increased measure of usefulness, while their advantages would be thrown open to, and more largely used by, a much wider section of the population.

And I do not think that a full consideration of the circumstances will warrant a lower scale of grants-in-aid to the Roman Catholic schools, because the majority of their teachers are unsalaried. The following reasons have been named to me in support of this view which ought, in fairness, to be stated :—

(1) The work of unsalaried teachers is as good as that of salaried teachers, and its value equal to the State.

(2) It has been produced in Europe and been brought out to India at great cost to the Church which provides it ; and this original cost in production and importation, as well as the cost of maintenance while here should be accounted a tuitional expenditure as strictly as the expenditure on salaries paid month by month to teachers on whom no previous outlay has been made by the school managers.

(3) With nearly every Roman Catholic school for children of the better classes, who pay for their education, is associated another school for orphans and indigent children, who can pay nothing or only a small fraction of their cost; and whatever profits may be made upon one school go to the support of the other.

(4) Many of the Roman Catholic schools cannot be carried on without a monthly grant of money from the mission, which is, of course, diverted from other religious expenditure.

For these reasons, and in view of the great service rendered to European education by Roman Catholic schools, it has been contended, and, as it appears to me justly contended, that a fair pecuniary estimate should be placed upon the work of their unsalaried teachers, counted as tuitional expenditure in the same way as the salaries of paid teachers in other schools, and be met by a proportionate grant-in-aid.

If this is not done, it will be impossible to apply an uniform system of grants-in-aid on the principle of payment by results; and Roman Catholic schools will be unable to advance beyond their present condition, and provide additional teaching and school accommodation for their fair share of the 4,000 children now attending no school. On the other hand, it is easy to guard against the grant-in-aid being larger than the school should actually require, not only in the case of Roman Catholic, but of all schools, by conditions of its reductions, such as are in force in England, should the total income of the school from all sources, grant-in-aid, fees, educational rate, or voluntary contributions, exceed its total expenditure. The annual balance sheet will, of course, be open to the Government Inspector, whose duty and in whose power it will be to check any tendency to lean too much on State aid to the suppression of private efforts.

APPENDIX 15.

Note by the Right Revd. Bishop of Bombay on the Remuneration of Religious Teachers in Schools.

Since the paper signed by Father Vander Schueren and others has been before us, I have tried to consider how far I should be inclined to make the same claims on behalf of the Religious in the English Church who teach in our schools.

It may be perhaps of interest if I place my judgment on record.

In urging our claims upon Government we must consider what is the object with which Government makes its educational grants.

Without denying that Governments might have other objects in view in making these grants, I here consider the two which bear most directly on this matter.

(1) The object of a Government may be simply to secure in the least expensive way the efficiency of all approved schools in its jurisdiction. If that be the object of a Government, it is perfectly fair as well as logical that the Government should accept the services of the Religious Communities which are offered gratuitously. Not only should I admit the reasonableness of this action, but if the amount of money to be expended on education were known to be limited, I would rather claim more on behalf of schools taught entirely by salaried teachers and less on behalf of those of the Communities. Some schools have endowments: the voluntary services of the Religious may be regarded as endowments to the schools of their Communities. Whatever form endowments may take, endowed schools must in a time of financial stringency be content with smaller grants than unendowed schools.

(2) The object of a Government may, on the other hand, be definitely to encourage schools to keep well trained and highly efficient teachers and to reward such as do so. If that be the object of a Government, the Religious Communities may rightly claim the same grants in regard to trained and efficient teachers as any other Managers or Owners of Schools.

This is the object of some of the Provincial Governments at the present moment as the conditions of their grants show. It is, I believe, the object, for instance, of the Government of Bombay.

On behalf of the Religious Communities the claims put forward should be as nearly as possible the same as those put forward by schools paying salaries. The market value of the teachers should be returned, the figures being agreed upon between the Managers of the Schools and the Department.

The following consequences seem to follow :—

(*a*) If these figures were reasonably correct, the schools should not charge the expenses to the community of the teachers' training, because in the case of schools with salaried teachers the corresponding expenses are amongst the elements which go to enhance the salaries paid to imported teachers. In other words, schools employing salaried teachers pay for the training of their teachers by paying high salaries to trained teachers. The estimated salary value of the Religious ought to be put high enough to include in the same way the expense of their training.

(*b*) The Religious Communities would not make a separate and different kind of charge for provision for old age and infirmity, but would join the Provident Fund Scheme which we hope to see universally established, taking the salary-value of the teachers agreed upon with the Department as the basis of the contributions both of the schools and of Government. They would have to bear both the

contribution of the managers and of the teacher. This might at first be found burdensome, but it would soon prove to be the most economical way for the Communities to provide against old age and disablement.

(*c*) The Communities should not claim to charge among school-expenses the cost of holidays, etc., unless such charges were allowed to be made in all schools. Any such charges as are allowed to other schools should be allowed to the Schools of the Communities.

(*d*) The actual expenses of living for teachers belonging to Religious Communities should be charged for in the same way and to the same extent as they are in other schools.

It seems to me also fair and possible to apply the same principles *mutatis mutandis* to those schools which are taught by missionaries whose salaries are not on a professional but on a missionary scale.

APPENDIX 16.

Joint note by Revd. Dr. Alex. Francis, Revd. D. H. Gillan, Revd. Dr. J. A. Graham, C.I.E., Revd. H. M. Lewis, Mr. W. A. Lee, Hon'ble Mr. W. C. Madge, C.I.E., Revd. D. H. Manley, Mr. Bovia McClain, Mr. W. P. Milne, Revd. R. Rocksborough Smith, Revd. H. Pakenham Walsh, Mr. S. C. Williams, Mr. W. H. Arden Wood, on the Remuneration of Religious Teachers.

The following considerations are respectfully submitted :—

(*i*) the great majority of the European schools are denominational ;

(*ii*) most of the denominational schools, especially Roman Catholic, Church of England, Methodist Episcopalian, and some undenominational schools, such as that at Kalimpong, have on their staffs teachers of whom some take no salaries and others take missionary or nominal salaries ;

(*iii*) many of the teachers in all denominational schools have had their education in Missionary institutions in Great Britain and America at the expense of their missionary societies ;

(*iv*) to calculate in the expenditure of schools the amounts in respect of salaries foregone by religious and missionary teachers, and the outlays incurred in the preparation of such teachers for their work would, in our opinion,—

(*a*) encroach unduly upon the resources available for European schools ;

(*b*) prejudicially affect unendowed schools which have to pay full salaries, to the undue advantage of endowed schools that have and may have religious or missionary teachers ;

(*c*) lead to denominational competition in the submission of claims ;

(*d*) violate the fundamental principle that Government should aid children, not schools ;

(*e*) violate the principle of the acceptance by Government of all available voluntary effort.

APPENDIX 17.

Note by Mr. Chapman on the Remuneration of Teachers.

1. This item appears to me to merit its position of No. 1 on Agenda as on it, in my opinion, depends practically the whole question of European Education in India. Till the office of school-master is rendered more attractive, and offers fair opportunities of advancement, parents are not likely to choose it as a profession for their sons and daughters; and until this is the case it will only be sought after by, in the case of men, those who wish to earn a little money while looking for more lucrative employment, or by absolute failures. Many cases of this kind have come under my notice, and, I have no doubt, under that of every head-master in India. In the case of mistresses, perhaps, the matter is not so noticeable as they serve for a few years and then marry and leave the profession.

2. It is difficult to offer a connected scheme for qualifications and methods of recruiting—all are so varied—but the pay for men should be such that they can marry, and for that reason it should be higher than women's pay. The question is complicated so enormously by the boarding system and the fact that some schools are in the Hills and others in the plains Something might be done to encourage committees to pay their staff well by making the grant to the school dependent upon the salary paid to the staff. I do not mean a staff grant, but something whereby the school would benefit directly because it employed better paid and presumably more efficient teachers.

3. It would probably not be impossible to draw up a scheme of salaries for teachers, but as I have said above the conditions are so various that it certainly would not be easy. Certain scales would have to be laid down for Hill Schools, others for Plains' Schools; for teachers recruited from England, trained and untrained; for teachers recruited in the country, trained and untrained, and so on. I shall have something to say about training further on.

4. A Provident or a Pension Fund is absolutely necessary.

CODE AND GRANT.

APPENDIX 18.

Note by the Christian Brothers on the working of the new Code (1910) in Bengal.

The Cambridge Course as prescribed in the Code is an admirable one from an educational point of view, particularly as now it includes all three grades, namely, Preliminary, Junior and Senior; for in this way the course is complete, and every section of the school is benefited by it, and a healthy spirit of work now prevails in the schools. Parents, boys and teachers have much more confidence in the Cambridge Local Examinations than in the old Primary, Middle and High School Examinations, owing to the fact that the questions are set, and the answer papers examined in England. Under the old Code, the examinations, especially in later years, were more or less a lottery; very often the best pupil of a class failed, while his companions of much less attainments passed. All this is now changed, hence there is renewed confidence all round, and every candidate now knows that his success or failure depends, generally speaking, on his own efforts. Besides, the Cambridge Certificate is a far better passport to employment; and if the scholar proceeds to Europe to continue his studies, it is of much more use to him than the old High School Certificate would be. The introduction of the Cambridge course, and the Cambridge examinations, constitutes, in our opinion, the chief merit of the new Code. The grants-in-aid have also, to all appearances, been raised in the case of Secondary Schools under the new Code. But this enhancement of grant in some cases is not real. The duplication of classes in accordance with the requirements of Article 17 (*b*) runs away with the increase of grant. In the case of St. Joseph's High School, Calcutta, for instance, five additional teachers have had to be engaged to comply with this rule.

We would now like to point out some defects in the Code which, we think, call for amendment when the occasion offers—

(*a*) No provision is made for salary grants for teachers, hence the difficulty of obtaining qualified lay male teachers; and when obtained, of retaining their services for any length of time, as their prospects as teachers are very poor.

(*b*) The scholarships available for Secondary Schools are very few under the Code—only *four* for boys and girls to be retained in Higher Secondary Schools. With regard to the supplementary scholarships as detailed in Article 108, we doubt if the scheme is workable. We do not see how the Inspector of European Schools can adjudicate on the fitness of candidates of various classes from the Infant Class upwards, by means of a test examination; and if scholarships are awarded to deserving, poor students, they should be called stipends rather than scholarships.

(*c*) Steps should be taken to have the Cambridge certificates recognised in India by the Universities and Technical institutions, such as the Civil Engineering College, Sibpur, and the Medical Colleges, as they are recognised in England. A case has recently come to our notice in which a scholar who obtained an Honour certificate at the Senior Cambridge Examination held in December 1911, was told, when he applied for admission into the Civil Engineering College, Sibpur, that he could not be admitted, as he had not the High School Certificate.

(*d*) The form of Trust-Deed given in Appendix V of the Code should, we think, be amended. It is doubtful if it is legal at all, as it stands. When a building-grant is made to a school by Government, it is right that Government should, as trustees of the public, have a lien on the building. But this lien should not be for all time. If the school fulfils the public purpose intended, for a specified number of years, the object for which the grant was awarded should be regarded as attained. When a building-grant has been awarded for the building or extension of a school, the Government lien should not extend beyond thirty years at most. If the school fulfils its purpose during that time it should be considered as having done its duty to the public, and the grant should be considered as re-paid ; and similarly, if it lasts as a school, say, for fifteen years, only half the original grant should be claimed by Government, should the school then cease to be an educational institution. At present, in the case of a furniture grant, Government claims a lien for *three* years only, *vide* Article 52 of the Code.

(*e*) Referring now to the Code as it affects the Elementary Schools, we have to remark that the course laid down for these schools is not quite satisfactory. In the first place, it does not lead to the Secondary school course. When a scholar finishes the elementary course by passing the Elementary School Certificate examination, or standard six, and wishes to continue his education in a secondary school, he has to go back, practically, to standard four in the secondary school, having learnt no Latin, Algebra, or Geometry in the elementary school ; and should he have gained a scholarship at the Elementary School Certificate examination, he cannot at present retain it in a secondary school unless a special case can be made out, and the sanction of the Director, obtained. Even when all this is done we have still great difficulty with the parents with regard to this matter. They cannot understand why their boy, who has taken a scholarship, has to be put back to Class V, as they expect him to be fit for Class VII. The boy, no doubt, has been seriously injured by remaining so long in the elementary school. In the second place, the subjects laid down are not quite suitable for poor Kintali children, those that attend the complete elementary schools ; for example, "a systematic study of Botany," is required in classes five and six. Again the want of a properly defined syllabus is felt, especially in the case of English, History and Geography, and even in the "systematic study of Botany." This last point is developed more fully in the annexed letter, *which is a copy of one sent to the Inspector of European Schools, Bengal, on April 8th, 1912, by the Secretary, St. Joseph's Free School, Calcutta.

*Not printed.

(*f*) Free day schools not only receive no special assistance financially under the new Code, but even the small special grant they did receive under the old Code has been taken from them. These schools deserve special consideration.

APPENDIX 19.

Suggestions by Fr. C. Flink, S. J., Fr. D. Kuss, Fr. T. Vander Schueren, S. J. Fr., H. Norman, D. D., Brother J. A. Ryan, on the Revision of the Provincial Education Codes in the Matter of Grants-in-Aid.

1. Though it is desirable that all European schools should be helped, it seems to be of paramount importance that those schools should be aided most liberally in which the poorer and more helpless classes of our Domiciled European and Anglo-Indian community receive their education, *viz.*, Orphanages, Low-Fee Boarding Schools and Day Schools for the Poor, as this is the only means of preventing a large section of the community from becoming useless, if not dangerous, members of society.

2. We beg to make the following suggestions as to changes in the different Codes, so as to enable the Educational Department to help such schools in a liberal and efficient manner.

3. We beg to propose that in article 29 of the Bombay Code after the words "or one third of the total expenditure of the Institution" be added "and in the case of Orphanages, Low-Fee Boarding Schools and Poor Day Schools one half of the total expenditure of the Institution."

4. That in the Madras Code similar additions be made, limiting in the case of Orphanages, Low-Fee Boarding Schools and Poor Day Schools the allowable grant not by the ordinary income from all other sources of such institutions, but allowing as maximum limit one half of their expenditure.

5. As existing rules (article 41) empower Government to help such schools by allowing special grants for destitute children at the rate of Rs. 8 for boarders and in Bombay of Rs. 3 for day-scholars, we beg to propose the following suggestions :—

(*a*) That the term "Destitute Children" be everywhere given the wider meaning which it has already in some Provinces so as to include also children of families that have some income, which however is insufficient to provide for the education of the children.

(*b*) The rate having been fixed when prices were considerably lower than now, that this rate should be raised proportionately to the higher prices now prevailing scl. that instead of Rs. 8, Rs. 10 be allowed for boarders.

(*c*) That such grants should in all Provinces be allowed to all destitute children and not to a limited number as hitherto in Bombay and Madras.

(*d*) That the grants be continued beyond the present age or standard limit, as at present everywhere higher qualifications are required for any position.

(*e*) That the grant-in-aid of fee payments for destitute day scholars sanctioned in the Bombay Code (article 40), be extended to the whole of India and Burma.

7. That in larger towns the erection of Apprentice Homes be encouraged and that such homes be subsidized by annual grants, as it is impossible in such towns for lads that have just left school and are receiving only small initial salaries to secure respectable quarters in consequence of which they run great moral risks.

CONCENTRATION.

APPENDIX 20

Notes by the Revd. Fr. T. Vander Schueren, S. J., Revd. Fr. C. Flink, S. J. Very Revd. Fr. H. Norman, D.D., Revd. Fr. D. Kuss, Brother J. A. Ryan on the Distribution of Schools with reference to Demand.

We beg to propose that in the interpretation of Article 3 of the Code as to whether a school is actually wanted or not the denominational character of schools be taken into consideration.

(1) Although in most Provinces Article 3 has for all practical purposes been interpreted in the sense of the words we propose to add, reports received from some parts show that a more restricted interpretation has been given to Article 3 to the detriment of a section of the domiciled community. It seems necessary therefore that the suggested addition should be made.

(2) The Roman Catholic Church teaches that a Catholic parent may not place his child in a denominational school of another religious persuasion. The reasons on which this teaching is based need not be given, but the fact must be admitted and taken into consideration.

(3) In determining therfore the distribution of schools with reference to demand, a denominational school of a non-Catholic persuasion is in relation to the education of Roman Catholic children to be considered as non-existent.

(4) The non-recognition of this principle constitutes a real grievance in the case of Roman Catholics as it leaves them only the alternative of either acting against their conscience, or depriving their children of that education which the recognition of the principle would otherwise allow them.

The proposal made is put before the Conference at the suggestion of the Hon'ble Mr. de la Fosse and at the request of His Lordship the Bishop of Allahabad.

An application was made by St. Mary's Free School, Allahabad, that it should be raised from a primary to a middle school. This application was refused on the sole ground that there is in existence at Allahabad the Colvin Free School which is a middle school, and that the pupils who had finished the primary course at St. Mary's Free School could go to the Colvin Free School to study in the Middle Department there. His Lordship the Bishop of Allahabad protested against this decision on the ground that the Colvin Free School is a denominational Church of England school and as such unacceptable to Roman Catholics. The Hon'ble Mr. de la Fosse replied stating that it was the practice in the United Provinces that in determining whether a school was actually wanted or not according to Article 3 of the Code the denominational character of existing schools should not be taken into consideration. He could not therefore alter the decision arrived at in the case of St. Mary's Free School, but as an important principle was involved and the restricted interpretation of Article 3 constituted a grievance in the opinion of Roman Catholics, he suggested that His Lordship should communicate with one of the Roman Catholic delegates to the Simla Conference with a view to bringing up this matter before the Conference.

The Hon'ble Mr. de la Fosse allows me to state that he is prepared to accept favourably the proposal made by the Roman Catholic delegates, and to add that in his opinion this might perhaps be best met by the addition to Article 3 of the Code of a foot-note embodying this proposal.

EXAMINATIONS.

APPENDIX 21.

Letter from the Rev H. Pakenham Walsh, B.D., Bishop Cotton School, Bangalore, No. 31, dated 3rd June 1912.

I have the honour to submit for the consideration of the Educational Conference at Simla the question of uniformity in the rules relating to admission into Government service.

At present the High School examination of one Presidency is not in all cases recognised by other Presidencies. Then again it varies, both in the methods on which it is conducted and in standard in different Presidencies and in some cases is open to much criticism. In some Presidencies non-European boys in European schools are allowed and in others they are not allowed to sit for it.

If it is to be retained as a test for entry into Government service, it and the conditions attaching to it, ought to be made uniform for all India.

The question, however, of substituting for it the Cambridge Locals (Senior) deserves consideration. With regard to this examination there is also diversity of legislation in the different Presidencies. Some forbid, some permit and some insist on its introduction into European schools. The prohibition in the case of Madras Presidency is strongly felt by several school authorities and by many parents.

APPENDIX 22.

Note on British Army Schools in India and Burma by Lieutenant L Spiegelhalter, Inspector of Army Schools, Naini Tal.

The administration of British Army Schools in India is under the Adjutant General who may depute an officer from Army Head-quarters to visit Army Schools, from time to time, without notice.

The Code of Regulations (known as the Handbook of Instructions for British Army Schools in India) and the curricula as laid down in these regulations must be adhered to generally, in all Army Schools but details are left in the hands of General Officers Commanding or those to whom they may delegate their authority.

2. For purposes of Inspection and visitation, the schools are divided into six "circles" with an Inspector for each, who is under the orders of the General Officer Commanding the Division.

3. The attendance of serving soldiers' children is compulsory, and no fees are charged. Military orphans and the children of pensioners are likewise admitted free if they desire to attend an army school.

A regimental school is under the charge of a home-trained Army Schoolmaster who teaches both boys and girls above seven years of age. The assistant teachers are selected soldiers of superior intelligence who have received six months' training at one of the training classes.

Infants' schools are conducted separately, under the charge of an Army Schoolmistress who likewise has been trained in the United Kingdom. They include, besides the ordinary infant classes, a class working in Standard I. A girl pupil teacher is allowed when the average attendance exceeds twenty.

4. The curricula are, with slight modifications, those adopted by the Board of Education in England for Standards I to VII. The regulations require that, where the instruction has not been interrupted by unavoidable circumstances, a child of average ability between 7 and 8 years of age shall pass Standard I, and be promoted to the "Elder Children's School" and shall attain a higher standard each year, until at 14 years of age, Standard VII shall have been passed. As the numbers attending in the majority of schools are small (sometimes below 20) each child receives a large amount of individual attention from the trained teacher in charge (who is responsible for all classes) and the child has little difficulty in attaining the standard prescribed for its age. After passing Standard VII, children generally attend for another twelve months (until they attain 15 years of age) during which time they thoroughly revise the work of previous years and take up additional subjects.

5. The children of soldiers serving in India are placed at a disadvantage as compared with those at home. The latter are eligible to compete for county council and other scholarships at secondary schools. I would beg to suggest, for the consideration of the conference, that a certain number of scholarships—six would be a suitable proportion, being one from each circle—be awarded annually to children attending Regimental Schools in India, who have passed Standard VII with special credit, and who are recommended by the Inspector of the Circle, (at the conclusion of one year's special preparation) as likely to benefit by a higher course of study.

Details of such a scheme could be worked out later, also the selection of the schools, and the periods for which these scholarships should be tenable. As the course of instruction in Army Schools differs from that which obtains in civil schools, it is thought that it would hardly be fair to ask the children to compete for scholarships with children attending civil schools.

6. It may be added that the total number of children between 8 and 15 years of age on the school rolls is approximately 1,600. The number of infant children exceeds 2,000. In conclusion it may safely be said that the instruction in Army Schools is very thorough, as far as it goes, an excellent foundation being laid; and that the schools generally, are in a highly efficient condition.

INSPECTION.

APPENDIX 23.

Letter dated Calcutta, the 30th May 1912, from the Hon'ble Mr. W. C. Madge, C I.E., on the Inspection of Schools and the right of admission.

Inspection and Admission.

I wish to bring two subjects before the July Education Conference, regarding which I think it right to address you beforehand. They relate to the Inspection of European Schools and the right of admission to these schools—both admissible under the head of "Administration".

Inspection.

2. Inspection may be treated under the heads of Jurisdiction and Appointments, and Admission under the heads of Tests and Advantages.

Jurisdiction.

3. Recent changes, which leave the bulk of schools in the Bengal Presidency, give comparatively few to Bihar and Orissa, and I do not know whether there are any in Assam.

4. In Assam there cannot within any period claiming present attention, be schools enough to need a separate Inspector. In Bihar, if there are a dozen or so schools, more or less, these will hardly require a separate Inspector. Considering the distinctive character of the work of an Inspector of European schools, it would lead to bad work and sad results, to require any other Educational Officer to take up Inspection work while attending to Indian institutions which must claim most of his time and attention.

5. Bengal cannot have less than fifty schools, and if Bihar and Assam do not between them add more than another quarter, more or less, to this number, I venture to suggest that there should be one Inspector for all these three; and as I understand that provincial boundaries are already ignored in some existing Inspectional jurisdictions, there is precedent for this proposal. If the schools in an Inspector's jurisdiction increased later on to such an extent as to make it difficult for him to tackle all his duties, he might then be given an Assistant. But such developments need not seriously be considered to-day.

6. There would still stand over the question of other Provincial relations, and if any insuperable difficulty arose in adjusting these, I would respectfully submit that, as the domiciled Anglo-Indian Community are scattered all over India, and the problem of their education, unlike most purely Indian provincial problems, is virtually of the same type all over the country, European education should be made a *branch of the Imperial Administration* and remain under the control of the Government of India. This would remove many difficulties.

7. Such an arrangement would admit of any division of inspectional jurisdictions that would uniformly proportion work to individual capacity, and also secure the great advantage of a special organisation in which every officer would from the time of joining to that of retirement, be engaged in, and give all his time and attention to, the identical kind of work—a work differing in important respects from ordinary Indian education, and giving its proper place to religious instruction.

Appointment.

8. I respectfully and earnestly solicit careful consideration of the points briefly outlined in these suggestions. If the formation of character and the maintenance of British and Christian traditions have taken an important place in the considerations which have demanded a separate system of European education in India and led to the recognition of that demand, the bearing of the foregoing suggestion on the training by experience of Inspectors appointed to supervise that education is obvious.

9. At present it would seem as if any educational Officer for whom there is no vacancy anywhere else, may be appointed Inspector of European Schools, without any experience of such schools and without having had any opportunity of showing any interest in these schools, or of proving possession of the necessary special aptitudes. He ought clearly to be a specialist. In Bengal there have been four or five Inspectors in five years, only one of whom had

any previous experience of European Schools. I am trying to enforce an important principle without any personal reflection whatsoever. Efficiency can hardly be fairly expected under such conditions.

10. If it be undesirable, in spite of the Bombay precedent, to transgress Provincial limits with Inspectional jurisdictions elsewhere in India, or to make them an Imperial charge anywhere, I would still urge consideration of the proposal to include Bengal, Bihar and Orissa, and Assam in one jurisdiction. Provincial boundaries were not formerly considered an obstacle to the control of opium establishments lying outside of Bengal by the Bengal Board of Revenue.

Admission.

11. The second matter to which I solicit urgent attention is the growth of a community of pure Indian extraction who adopt European garments and names, and their admission into European Schools specially provided for persons of pure or mixed European descent. I submit that while there are Indian and Mission institutions for this class, it involves an injustice to the Domiciled to admit them to European schools at all; and the evil is aggravated when and where, irrespectively of the 15 per cent of pure Indians now allowed in but excluded from scholarships, persons of the class pass in as "Eurasians" and are allowed to compete for scholarships.

Tests.

12. I submit that a most careful investigation of the parentage of every young person admitted into any European School getting any aid from Government under regular rules, should be made by responsible authorities who sanction or refuse admission, and that some penalty should be attached to every infraction of the rule.

Advantages.

13. The matter here dealt with is further complicated by the return to India with English wives of Indian students educated in Britain, whose offspring are Anglo-Indian in one sense, though as they are said usually to adopt the mental attitude of their fathers in religion, politics and economy, while wearing European garments and are always wealthier than the domiciled Anglo-Indian who cannot afford to send his children away for an English education they can hardly be said to satisfy the conditions which gave rise to the European Education Code. They are not really of the class for whom European Education was provided. If any addition is made to the area from which competitions for scholarships are drawn the scale on which advantages are provided for real domiciled Anglo-Indians calls for revision and enlargement.

14. I desire in conclusion to give the sincere assurance that no race prejudice has influenced a single suggestion submitted in this letter which is designed exclusively to deal with questions of principle.

APPENDIX 24

Letter dated the 7th June 1912 in continuation of (1) from the Hon'ble Mr. W. C. Madge, C.I.E., Calcutta.

In continuation of my demi-official letter of May 30th to the Hon'ble the Member in charge, written before I received extracts paragraphs 1 and 3 of the Government of India letter no. 1044-1052, dated May 11th, regarding the submission to the Education Conference of contributions from delegates, I have the honour to forward the following further representations for consideration.

2. In any outlook on the future of the domiciled Anglo-Indian community designed to improve their condition and prospects, it cannot be overlooked that whatever influences may have conspired to bring about any proved degeneracy in any section of them, the exclusion of the whole community from prize appointments formerly open to them, which is some times inaccurately regarded as a consequence of the alleged degeneracy, would be more correctly described, wherever it actually exists, as one of its causes. Though I am not of those who think that prospects in life are the only or the highest motive of education, its place in education, wherever that may be placed by any one, cannot be wisely or safely ignored.

3. The most urgent need of the community is the demand for trained teachers, and as a Normal College seems the only source from which this demand can be supplied, the founding of such a college is strongly recommended. But it is generally realised that assured careers with reasonable prospects are needed in order to retain efficient teachers. If at present even such teachers as we have only take up teaching as a stepping stone to something better, the best trained teachers, unless assured of regular careers, can only be expected to follow the example of teachers imported by private schools who have abandoned them as soon as their contracts were over. (The Doveton College lost over Rs. 10,000 in importing teachers, of whom all left in time, and three on leaving became Directors of Public Instruction in different provinces. The College received no compensation.)

4. The project of a Normal College may be combined with the establishment of a European University either a teaching or only an examining body, as may be thought best: such an institution (one conferring degrees in Divinity, Humanity and Science) being the logical climax of a separate system of European education. If any scheme could be devised for meeting this need of the higher education in existing Indian universities, this project would not have been pressed. It has been suggested only because of the difficulties of co-ordinating the final results of European education in India with those of Britain. It cannot be said that no class of Anglo-Indians deserves, or promises to repay, the best education obtainable anywhere.

5. As the Roman Priesthood supply teachers from their own schools from Europe, they may not care to send students to the State Normal College, if one were set up; but a Roman hostel attached to such a college might meet this difficulty. But though nobody can appreciate more highly than I do the services of the Roman Church to the community, this objection to a Normal College is not a ground for refusing to equalise as far as possible the position of the whole community, in respect of educational advantages with that of British students.

6. My proposal to make the Inspection of European Schools an Imperial charge may go against the present sentiment in favour of decentralisation, but the considerations which have compelled the setting up of a separate system of European education may require to be pressed to their logical conclusion. It must prove an advantage to keep all Inspectors of European Schools in a single service, in which from beginning to close of their careers they would acquire, and mature in, the needed experience of specialists, and this adjustment of

conditions to needs could only be secured under Imperial control, which is further supported by the fact that the community are scattered all over India in small groups and everywhere require the same kind of education. Later on, a University or even Normal College might supply schools with locally recruited Inspectors as well as teachers.

7. The centralisation of education divides itself into the two subjects of (*a*) waste of resource and (*b*) scruples of conscience.

(*a*) A minimum standard of efficiency in instruction and an average standard number of pupils (varying with a small maximum and minimum margin) ought to be fixed for both the number of classes and the number of pupils in each class. Any school in which the teaching standard was maintained, but which did not either teach the standard number of classes nor contain the standard number of pupils in each class, would involve some waste of resource. How far, if at all, this axiom should yield to any kind of sentiment, I am not prepared to say.

(*b*) The Roman objection to concentration, based on scruples of conscience, though unfortunate from the State's point of view, can hardly be altogether ignored, though the true significance of the existing methods of the Roman supply of efficient teachers at comparatively low cost, ought to be fairly estimated. It is also a question for the Department to discuss with the Roman hierarchy in India how far the reported domestic rule of Roman dioceses, which requires a Bishop to maintain a number of schools of different types in his own diocese, irrespective of the number of pupils attending each school and each class in it, establishes, on grounds that a neutral Government is bound to consider when allotting grants, a recognisable claim. This is a question of ways and means and not one of public policy, and in view of their past services to the community, any concession that could be rightly made, without crippling public resources or wronging other schools, may well be granted.

8. The question of the division of schools into Elementary and Secondary is not wholly one for experts. Wherever a sufficient number of pupils attend a school under the standardisation alluded to in paragraph 4, clause (*a*), it ought to be possible for any pupil of character and attainments to rise to any reward accessible to any pupil of any school. In India where, owing to causes touched on in paragraph 2, respectable families have been artificially depressed, mere class distinctions, especially such as are based on mere wealth, ought not to weigh with the Government to the prejudice of any school or pupil.

9. As experts differ on the question whether clauses 27 and 107 of the Code serve the purpose indicated above, the question requires full discussion in conference. The sending of a promising pupil to a new school to complete an education begun in another involves more serious results than the mere loss by his first school of the credit of his achievements. It is not an idle plea that both teacher and taught gain, in the mutual confidences of earlier years, advantages that are valuable assets in all education designed to mould character as well as to cultivate intellect.

10. In conclusion I respectfully urge (1) both that some searching examination as to his parentage should precede the admission of any pupil to the advantages of a European school, and (2) that some name or definition should be affixed to both school and Code that will keep out pupils of pure Indian descent adopting foreign garments and foreign names, who have had free access to some European schools in the past.

TEMPERANCE.

APPENDIX 25.

Letter from Mrs. M. B. Denning on the subject of Scientific Temperance Instruction.

On behalf of the Women's Christian Temperance Union of India I should like to call your attention to the subject of Scientific Temperance Instruction in connection with that of hygiene, in the European schools of this country.

Especially do I desire to bring to your notice the enclosed "Syllabus". This was presented to Parliament by His Majesty's command.

This syllabus is I believe used in schools in England and I believe in some parts of India.

It is the earnest desire that it be introduced into all the European schools of the Empire.

Kindly consider the following :—

1. In a tour in 1908 when I addressed a large number of schools in the various Provinces (by the permission of the Superintendents of Public Instruction and concurrence of the Principals of the schools), I presented the following Resolution to many of the Principals and teachers of the said schools, and obtained the subjoined signatures :—

Resolution.

"Believing that in connection with general hygiene and physiology the youth in India should be taught the effects of alcohol on the body, we heartily endorse all efforts now being made by Superintendents of Public Instruction to introduce this subject into the schools and we believe the best way in which this may be accomplished is to have these subjects embodied in the Government curriculum in the various Provinces of the Empire.

Signatures.—(True copy from the book containing both Resolution and signatures).

Signatures.	*Comments.*
K. Raymond, La Martinere, Calcutta.	"If hygiene and physiology are taught."
F. B. Price, Methodist American Institution, Calcutta.	
G. Schenzlin, ,, ,, ,, ,,	
N. Henkle, Calcutta Girls' High School, Calcutta.	
E. A. Lynn, Mission Girls' High School, Cuttack.	
A. M. Thompson ,, ,, ,, ,, ,,	
Alice A. Evans, Stanley Girls' High School, Hyderabad, Deccan.	
Alice Prayero, Government Zanana Girls' High School, Hyderabad, Deccan.	
Maude Marrett, ,, ,, ,, ,, ,, ,,	
C. R. Burnett, Harke Indo-British Institute, Bombay.	
Ellen W. Fox, Principal, Girls' High School, Poona.	
(Pundita) Ramabai-Mukti, Khedgaon, Poona.	

A. C. Riddale, Bengal Chaplain, and Honorary Secretary, Free Schools, Calcutta.

T. Lemman, Old Church, Calcutta.

Reginald Hoombes, City Mission, Calcutta.

Isabel M. Angus, Ind. General Secretary, Baptist Zanana Mission.

Bebary Saul Anddy (Rai Sahib), 18 Govinth Dhari Lane, Calcutta.

D. H. Manley, Principal, Collins Institute, Calcutta.

Malcolm Goldsmith, Hyderabad, Deccan.

W. H. Prendergast, „ „

H. Gulliford, Coonoor.

Lalsinghji, Thakur Sahib, Wadhwan.

Rev. E. E. Benson, St. Paul's, Darjeeling, "Yes. Certainly, as part of the Science Course, it should be naturally included, but it should come in naturally and not dominate the subject." E. E. B.

Sister Florence, Diocesan, Darjeeling. (Similar comment to above.)

B. Creek, Principal, Queen's Hill School, Darjeeling. Comment. This teaching of Science Temperance is certainly one good ounce of prevention."

Annodack Sen, B. D. Superintendent, City Collegiate School, Calcutta.

Julian Clifford, Secretary, S. P. C. I.

Khan Khanan, Military Minister, Hyderabad, Deccan.

Samuel Cress, Principal, Staine's High School, Coonoor.

Mrs. E. A. Bloxham, Headmistress, St. John's Girls' School, Bangalore.

J. P. Hill, Secretary, Y. M. C. A., Bangalore.

In most of these schools represented and in many others where I spoke I found there was no instruction on the effects of alcohol.

This list of signatures indicates the desire of many educationalists on this matter and speaking on behalf of the 1,600 and more members of my own society, and on that of thousands of Europeans in India, I would most earnestly urge that this syllabus be not only recommended in a general way, but that it be made an integral part of the curriculum in all European schools in all parts of India.

When left to the option of teachers it shares the same fate that would befall any subject in this way.

May I ask your kind consideration of the following, and also solicit an answer to each of the questions:—

1. In what provinces is this syllabus now being used?

2. Is it in any Province made an integral part of the Government curriculum?

3. Can it be made such an integral part of the curriculum by being endorsed by yourself and your committee?

4. May we in view of all the facts laid before you, be assured that the matter of making the "Syllabus" an essential part of the Government curriculum be carefully considered by your department?

5. Would a book on Hygiene (including naturally the subject of alcohol) prepared for the Primary European schools be examined by your department with a view to its adoption as a text book in the aforesaid primary schools?

Asking again in conclusion your favorable consideration, and a reply before the end of the year.

SYLLABUS OF LESSONS ON "TEMPERANCE" FOR SCHOLARS ATTENDING PUBLIC ELEMENTARY SCHOOLS.

Prefatory Note.

1. It is hoped that in course of time such instruction on the subject of "Temperance," in its restricted sense, as is suitable to Public Elementary Schools will be given by the regular Staff as part of the teaching of the elementary rules of personal health which should be included in the curriculum of every school. Article 2 (9) of the Code for 1908 indicates that such instruction should be given wherever possible, and Hygiene (which, of course, comprehends instructions relating to alcoholic drinks) is now included as one of the regular subjects for Two Year Students in Training Colleges [Article 15 (*a*) of the Regulations for the Training of Teachers for Elementary Schools].

2. At present, however, some schools have on their Staff no teachers who have the special knowledge required for giving teaching of this kind, and in order that the scholars may receive instruction in "Temperance," the services of special peripatetic teachers have been offered by various Societies and Organisations, and have in many cases been accepted by Local Education Authorities and Managers of Schools. Such instruction has been allowed to count towards the period of secular instruction required by the Code. These extraneous teachers, however competent they may be, have not always the particular qualification required by the Code, nor the experience of the methods of teaching suitable to scholars in Public Elementary Schools, which are possessed by the regular teachers on the Staff of the schools. Further, the syllabuses of "Temperance" lectures to be given by extraneous teachers which have been submitted for the Board's approval have been very various, and in some cases have not been specially designed for the instruction of scholars in Public Elementary Schools, nor have they always been appropriate to that purpose. In these circumstances the Board have come to the conclusion that the time has come for the issue of an official Syllabus to which all instruction in "Temperance" (whether given by extraneous teachers or by teachers on the ordinary Staff) should conform in general character, and, to some extent, in detail. The Board believe this course to be essential in order to provide security that the teaching given on this difficult matter shall be both accurate in its statement of facts and suitable in its manner of presentation to scholars in Public Elementary Schools.

3. The following Syllabus has accordingly been framed as a "Model" Syllabus for use by teachers in Public Elementary Schools, whether they are or are not members of the Schools Staff, and the Board of Education will not in ordinary circumstances be prepared to approve under Article 3 of the Code any Syllabus of instruction which departs substantially from this Model. It is suggested that at least three lessons in the subject should be given to the children each year. It is, however, desirable to arrange, so far as may be possible, that if any part of the instruction is given to children who are under 10 years of age, it should be only that which is of the broadest and most general character, and that lessons on the matter of the Third Section should only be given to children who are over 12 years of age. Where three lessons cannot be given, the teacher may be able to cover the ground in rather less detail in two lessons, and where one lesson only is given, it is preferable that the matter in Section III of the Syllabus should be very lightly touched, the main attention being concentrated on Sections I and II. Where the lessons are given at distant intervals, as will sometimes be the case, it is clearly desirable to begin the later lessons by a brief recapitulation of those which have preceded. There is an obvious advantage in securing that a series of three lessons is given to the children within a comparatively short period. Lessons on this subject need not necessarily be grouped under a separate head in the curriculum, but can appropriately be included in instruction on Hygiene, of which indeed they form a part.

It will be observed that the principle of the Syllabus is to proceed, as far as possible, by means of question and answer, from what the child already knows to what it does not know. By this means the child is brought to express what it has already experienced, and is led on, by amplification and illustration, to realise what is most conducive to a healthy life. Technical terms and language which a child would not understand have been avoided as far as practicable, and it is of the highest importance that in using the Syllabus the teacher should be careful to employ only the simplest language.

4. Some Notes for the guidance of teachers have been appended which elaborate the necessarily condensed statements of the Syllabus, and indicate under each heading the line which should be taken and the material which can be safely used in enforcing or illustrating the several points. It is not, of course, intended that these Notes should ever be read to the class or used in such a way as to overload the teaching with detail. It may be taken that the statements of fact made both in the Syllabus and in the Notes have been carefully verified, and that the inferences drawn from the facts are supported by scientific opinion of high authority.

5. It has been alleged that some of the "Temperance" teaching given in the past which was represented as "scientific" has, in fact, fallen short of a scientific standard as regards accuracy in stating facts, caution in drawing inferences, or methods of instruction. Indeed in some cases it appears that attempts have been made to support the incontrovertible general arguments against the abuse of stimulants by suggesting that alcohol inevitably and invariably has deleterious consequences when taken as a beverage in any conditions whatever. The supposed proof of this proposition, sometimes included in lectures on "Temperance" given in Public Elementary Schools, occupied time that might have been better employed for the purpose of inculcating "Temperance" on broad intelligible grounds, and as a scientific argument rested on somewhat precarious foundations.

6. The teacher will know that a temperate life depends mainly on good habits and the appreciation and practice of a few simple and direct rules of health and conduct, and is therefore largely a matter of good training. There are open to the teachers on the Staff of the School frequent opportunities, apart from the regular lessons, of impressing upon the scholars the importance of habits of self-control. It should be the object of any special instruction in "Temperance," as in other departments of Hygiene, to supply in a simple intelligible form the broad truths of the subject and plain reasons for the good habits which it should be the constant aim of the School life, no less than of the Home life, to develop in the scholars.

7. "Temperance" teaching in Public Eementary Schools should therefore aim mainly at impressing upon the scholars the manifest advantages of abstemiousness, and the absence of advantage in, and the positive risks and dangers of, any departure from it. The advice or injunctions given should be based upon the broad facts of common experience, such as children can readily understand, and upon the conclusions of trained observers (*e.g.*, as to the extent to which the power to do mental and physical work is affected by the consumption of alcohol in its ordinary forms), rather than upon the results of laboratory experiments or pathological studies. The latter may be valuable in the teaching of advanced students of Hygiene, but can have little, if any, real meaning for children. The teacher should carefully avoid anything, whether in the details or in the methods of dealing with them, calculated to excite morbid curiosity or fear. Instruction on the subject of "Temperance" should itself be temperate and should make a sober appeal to such reasoning capacity as a child possesses and to the ideas of decent, self-respecting and dutiful living which every good teacher endeavours to present to and cultivate in the children under his charge.

ROBERT L. MORANT.

June 1st, 1909.

SYLLABUS.

Section I.

EATING AND DRINKING: FOOD AND ITS USE.

1. What things do we eat?
2. The different kinds of food.

   Meats, fats, starches, sugars, salts. Water in food.
3. What is the use of our food? Why food is necessary.
   (*a*) Food is necessary for the growth of the body.
   (*b*) Food prevents the body from becoming thin and wearing away. It repairs waste.
   (*c*) It is from food that we get our strength and power to work.
   (*d*) It is by our food that the body is kept warm.
   (*e*) The working of the mind depends upon the condition of the body. If the body is not properly fed the mind will not work so well.
4. Overfeeding and underfeeding. Too little food is bad for the body; too much food is bad also.
5. The special usefulness of the different kinds of food. Why people eat various kinds of food, and why they are wise to do so.
6. Things which people eat and drink for pleasure. Sweets, cakes, tea, coffee and cocoa. Some of these things are foods or quench thirst. The value of each. Why people drink tea and coffee.
7. Other beverages.

   Besides these beverages, which are in part useful, people also take for pleasure other beverages, such as beer, wine, spirits. These are not useful in the ways in which our ordinary food, and such things as cocoa and milk, are useful. People often do themselves great harm by taking too much beer, wine and spirits.

   The chief reason for this is that these beverages contain Alcohol and little or no real food-substance.

Children and young people ought never to take alcoholic beverages in any circumstances, unless by a doctor's express order.

Section II.

ALCOHOL.—EFFECTS OF ALCOHOLIC BEVERAGES ON THE BODY.

1. The presence of Alcohol in beer, wine and spirits.

   Not only are beer, wine and spirits not useful to us in the same way that our ordinary food is useful; they also contain varying proportions of alcohol, which in pure form is injurious to the human body.
2. Some characteristics and uses of pure Alcohol.
3. The proportion of Alcohol in beer, wine and spirits.

   It is impossible to drink alcohol undiluted, because of the direct injury and pain it would produce.

   The harmful effects of alcohol are weakened, though not destroyed, when it is mixed with water and other things, as in alcoholic beverages.

4. The drinking of alcoholic beverages may bring about injurious effects and changes in our bodies, which may be considered under the following headings:—

The effect of Alcohol on:—

(*a*) Growth.

(*b*) The power of the body to resist disease.

(*c*) The body's strength and power to work.

(*d*) The proper digestion of food.

(*e*) The heat of the body.

(*f*) The control of the body which is exercised by the brain.

(*g*) The intelligence and understanding.

5. The effects of excessive drinking of Alcohol:—

(*a*) The man or woman who habitually drinks too much alcohol may become a mental or physical wreck.

(*b*) Persons who drink in excess do not, as a rule, have long or healthy lives. The evidence of this.

Section III.

EVIL CONSEQUENCES OF INTEMPERANCE TO THE INDIVIDUAL, TO THE HOME, AND TO THE STATE.

(*For children over 12 only*)

1. The drinking of alcoholic beverages not only may have bad effects upon the body and mind of the individual, but also may be followed by still more serious consequences, namely, moral injury to himself and great harm to others.

2. The importance of self-control and temperance in all things. Freedom is lost if evil habits are acquired.

3. The personal consequences of excessive drinking of Alcohol:—

(*a*) Waste of money which could be wisely spent or saved. The value of thrift.

(*b*) Loss of self-respect.

(*c*) Unfitness for work; loss of employment. Pauperism.

(*d*) Ill-health; disease. Insanity.

(*e*) Neglect of duty; moral degradation. Crime.

(*f*) The ruin of homes; unhappiness and suffering of men, women, and children.

4. The social evils which result from alcoholic excess.

The habit of alcoholic excess affects not only the individual and his family, but also the State, *i.e.*, the whole of the people. There is wasteful expenditure of money; and paupers, lunatics, and criminals are a heavy burden on the public. The working powers of the people as a whole are impaired, and so the prosperity of the nation itself is undermined.

NOTES ON TEMPERANCE SYLLABUS

Section I.

1. *What things do we eat?*

By questioning the children the teacher will be able to ascertain a considerable number of foods in common use in their own homes, or which they have had in their most recent meal, such as meat, fish, bread, butter, jam, potatoes, etc.

2. *The different kinds of food.*

The children will thus learn that there are various kinds of food. Broadly, all foods may be grouped under four different headings:—(*a*) *Meats*, among which may be included butcher's meat, fish, bacon, poultry, eggs and also cheese and milk; (*b*) *Fats*—such as butter, dripping, cream, margarine, baconfat; (*c*) *Starches* and *Sugars*—among foods which contain starch are bread, potatoes, rice, tapioca; sugar is found in beetroot, carrots, sugar-cane, sweet fruits, and milk; (*d*) *Salts*—among which common salt is one of the most important. It is, however, necessary for us to eat fresh fruit and vegetables, because these also contain "salts" as well as "acids." Most kinds of food belong to more than one of these groups, for instance, milk contains meat substance, fat, sugar and salts, besides water; bacon contains meat and fat; eggs contain meat substance, fat and salts. Generally, however, the food consists chiefly of one food substance, such as meat or fat. All these different food substances are required by the body, and it is therefore necessary to eat many different kinds of food. Milk is almost the only food which contains everything needful for children, and that is why it is so important that babies and little children should have plenty of milk. Some people do not like eating meat or fish, and they must on that account take an extra amount of such foods as milk and cheese instead, for they cannot keep well or strong if they eat only starch-containing foods, fat and vegetables.

Water in food.

Besides solid food to eat we need also something to drink. Water is the best fluid to drink, and man cannot live without it any more than plants or animals can. If a plant is not watered, and is thus allowed to become dry, it will wither and die; the human body will also die if it cannot obtain water. Most food contains a good deal of water; and some food, such as jelly, though appearing to be quite solid, are almost wholly made of water. All fruits and vegetables contain water, and thus when they are cooked they seem smaller because some of the water in them boils away, or becomes "juice." There is also a large amount of water in meat. The water contained in food, however, is not enough to keep us healthy, and we must therefore always drink water as well. Water is necessary partly because it helps to dissolve and make liquid the food which is eaten. The nourishing part of the food is then in a condition to be absorbed into the blood, and is distributed by the blood to all parts of the body. Food can only be taken up by the blood in liquid form, so that without water the food would be of little or no use to our bodies, however good it might be in itself. Water therefore may in this sense be considered a food.

3. *What is the use of our food? Why food is necessary.*

Everything we eat is not necessarily "food." To be a real food it must be able to help the body in one or more of the following ways:—

(a) *Food is necessary for the growth of the body.*

It must help to make the body taller and bigger. Babies and children have to grow bigger and heavier, they cannot do this unless food is given to the body which it is able to turn into bone and muscle. After serious illness grown-up people become thin, wasted and weak—then they have to eat food to restore them, and to make their muscles big and strong again.

(b) *Food prevents the body from becoming thin and wearing away.*

If we do not have food for several hours we begin to feel hungry. Some part of the body is continually wearing away and being used up, somewhat in the same way as a candle is used up as it burns. When we feel hungry it means that we feel the need of food to replace the part of the body that has wasted away. If we use our muscles and do hard work the body wears away faster than if we do no work, and therefore we need more food after our work to make up for this extra waste. If we cannot get enough food we know that we grow thin, so it is evident that we must take food even if the body is to remain the same size and weight.

(c) *It is from food that we get our strength and power to work.*

When we do work with our bodies or minds we use up our strength, and sooner or later we get tired and have no more power or energy to work. Then, besides rest, we require food to supply fresh strength and energy to make up for that which we have lost.

(d) *It is by our food that the body is kept warm.*

As our bodies are warmer than the air and most of the objects which surround us, they are constantly cooling down and losing heat. When food is taken into the body and absorbed into the blood, heat is produced, in somewhat the same way as heat is formed when anything is burned. It is the heat derived from our food which replaces the heat lost from the surface of the body, and which prevents us from becoming too cold. This explains why people often feel particularly cold when they are hungry.

(e) *The working of the mind depends on the condition of the body.*

Our minds cannot work well unless our bodies are properly fed and warmed, because food serves to strengthen brain as well as body. Just as the body becomes weak and unable to work if it is not fed, so the brain also becomes less active if not nourished. Thus, children who are not properly fed cannot learn their lessons as well as if they were well nourished. It is, moreover, particularly important that children should receive suitable and sufficient food, because under-nourishment in childhood may starve, not only the body, but also the brain, upon the health, capacity and power of which so much of their future life depends.

4. *Overfeeding and underfeeding.*

While we should always eat enough food to keep us strong and well, we should never take more than is necessary for this purpose. Too much food is not only useless, it also does harm. Extra and unnecessary food either passes out of the body and is wasted, or else is stored up in the body as fat, so that people who eat too much may become very stout. Such people are on the whole less healthy and are more liable to illness

than those who have more self-control and eat only enough for their actual needs. Over-feeding may be, and often is, more harmful than underfeeding. It is quite as bad for children to have too much to eat as for grown-up people.

5. *The special usefulness of the different kinds of food. Why people eat various kinds of food and why they are wise to do so.*

The several kinds of food referred to above are all required by the body and each kind is of use in its own particular way. For instance, meat, fish and eggs help the body to grow, to become strong and able to work; they help to make muscle and supply energy and strength. Cheese (which contains the meat substance of milk) and milk are useful in the same way. Foods containing sugar and starch also help to make the body strong and fit for work, but they make it warm too. Fat in food both makes the body warm and keeps it from getting thin. Besides these foods, we shall do well to eat fruits and green vegetables, because they too help to keep the body healthy.

It is easy to see why it is not good to try and live on one kind of food alone. If, for example, we eat only bread and butter, we have starch and fat in our food, but that is not enough to make the body grow and keep strong. If we live on meat or fish only, we have not enough fat or sugar to keep us warm. If we do not have fresh vegetables or fruit with our food, we become ill, because our diet then lacks the necessary salts and acids. This is the reason why sailors who made long voyages in sailing ships used to get ill because in those days it was not possible to store enough fresh vegetables to last for the whole voyage. We must therefore eat a little of a good many different kinds of food if we are to keep well and strong, but we should always avoid eating and drinking anything that is either useless or likely to do the body harm, and is therefore not a real "food," like those of which we have been speaking.

6. *Things which people eat and drink for pleasure.*

Besides the food that people eat to do them good or make them strong, there are many things which they eat merely because they like them. Children, for instance, like sweets and cakes. Sweets and cakes contain sugar and other pleasant things that are good for us if we do not eat too much of them. If we eat too many sweets especially between meals, we have no appetite for the other more nourishing food which the body needs, and besides this the sweets and cakes may actually make us ill and so do us harm.

People also drink things because they like them; for instance, tea, coffee, and cocoa. Neither tea nor coffee is a real food; the only food in tea as we drink it is the milk and sugar that we put into it. The difference between milk or any other food and tea lies in the fact that milk gives the body power and strength, whereas tea only helps the body to put forth and use the strength it has gained from real food.* If people drink these things when they are tired, they feel for a short time fresher and more able to work—they feel "stimulated," in fact. This is due to a certain substance which tea and coffee contain, which temporarily increases our capacity for muscular and mental work, and, if taken in moderate quantities, does so without causing any marked reaction. Thus fatigue is in some degree really diminished and not only obscured. People therefore drink tea and coffee partly because they have a pleasant taste and quench thirst, but also partly because of their stimulating effect. If we drink them in moderation they do us no harm, but if we take them too frequently, especially for the purpose of freshening us up when we are tired then they may be distinctly harmful. When people are tired they do not need stimulants so much as rest and real food, before they begin to work again.

Tea should always be freshly made and should not be strong. To make tea properly, a teaspoonful or more should be put into a clean warm tea pot, boiling water should be poured in, and the tea may be left to stand three or four minutes. It will then be ready to drink. If tea is left to stand long after it has been made it soon begins to taste bitter; this is because a substance, "Tanin," is being dissolved out of the tea-leaves by the hot water. The longer the tea stands, the more tannin there will be in it. Besides making the tea taste bitter, the tannin is bad for our bodies: it prevents food being properly absorbed, gives us indigestion and does harm in other ways also. Tea should be drunk soon after it is made because there is then very little tannin in it. Neither tea nor coffee is good for children; they should have milk or cocoa instead. Cocoa is better for children than tea or coffee because it is less stimulating and contains a little more real food substance.

7. *Other beverages, such as beer, wine, spirits.*

Besides these beverages, there are others which people take because they like them, such as beer, wine and spirits. These things are not of real use to us, because they cannot make us grow, nor keep the body from wearing away, and they cannot make us strong or warm. They contain little or no meat substance, no starch and no fat, and only a little sugar and they are therefore not "foods" like the others of which we have spoken. They should not be used as foods therefore, partly because they are unable to help nourish the body but also partly because they may do actual harm by preventing real food substances from being absorbed into the blood. Many people, however, suppose that beer is a real food, and they drink it partly because they think it makes them more able to work. It is true that there is a certain amount of nourishment in beer. There is, for example, a little sugar and there is a small quantity of the food substance found in meat. To obtain enough food from beer really to benefit the body, however, it would be necessary to take an extremely large quantity. For this reason the good that might be done by the nourishing part of the beer would be more than counterbalanced by the harm done by the alcohol contained in so large a quantity of beer. This is one important reason for not taking beer as a food. Another is the expense, for even if no harm were done by the amount of beer which it would be necessary to drink, the cost of such a meal would be far greater than the cost of an equal amount of nourishment taken in the form of ordinary food. For these two reasons, therefore, beer cannot be considered to be one of the "foods" which the body requires.

These alcoholic beverages do not, as a rule, quench thirst as water or tea can do, in fact they make people more thirsty and so cause them to be inclined to go on drinking more beer or spirits. Thirst may be, in fact, actually created and increased instead of being satisfied. If this happens people may do themselves great harm, just as people who drink strong tea too often may do themselves harm; but the harm that is done by beer, wine and spirits is much greater because they contain a substance, Alcohol which tea does not, and this substance may be very dangerous to the body. Such beverages are especially liable to cause harm when they are taken between meals or without nourishing food.

Children and young people should not drink beer or spirits of any kind. When they are grown up, they will be able to judge for themselves whether they may take beer in small quantities, or whether it is not much wiser and better to refuse to take any beer and spirits, and to use the money which would otherwise have been spent in this way to brighten their own lives and those of others. Children should be given alcohol only when the doctor orders it because they are ill. Doctors do not often order alcoholic drinks for children, because they understand how dangerous such drinks may become and they are generally able to give some other medicine which will be equally useful. Children do not, as a rule, like the taste of alcohol; in fact, wide experience proves that

* *Simple Lessons on Health for the Use of the Young*, by Sir Michael Foster (1906), *page 21.*

"alcohol is seldom any temptation to the young but nevertheless, the habit may be acquired and become a temptation later."*

It must be remembered that we cannot harm our bodies when in health by refusing to drink beer or spirits, because the body does not require them, where it is always possible that various evils may arise as a consequence of taking beverages.

We must also bear in mind that if alcohol is used regularly drinking habits may not infrequently result, for a mere knowledge of the dangers or alcohol is not always a sufficient safeguard.

Section II.

1. *The presence of Alcohol in beer, wine and spirits.*

Beer, wine and spirits are not useful to the body in any of the special ways in which our ordinary food is useful. They also contain the dangerous substance which was referred to in the last section. This substance is alcohol, which in pure form is harmful to the human body.

2. *Some Characteristics and Uses of Pure Alcohol.*

Pure alcohol is colourless and looks like water, but it has a peculiar smell which water has not, and it also has not the power to quench thirst like water.

It will burn; brandy and whisky, which contain a great deal, will take fire easily; methylated spirit, which is nearly all alcohol, is used for spirit lamps, &c., because it burns so well.

If animal or vegetable substances, such as meat or green vegetables, are soaked in alcohol, they become hard and tough and would be useless as food. Alcohol cannot dissolve food as water can, and therefore cannot help the body to absorb and make use of food. It is able, however, to dissolve other substances which water cannot dissolve.

Alcohol has a great attraction for water, and if substances containing water are soaked in alcohol, they lose this water and become dry and hard. Alcohol is also able to absorb water from the tissues of the body, and this explains why alcoholic drinks tend to make a man more rather than less thirsty. When the body loses water, whatever the cause of this loss may be, thirst is created which calls for a renewal of the supply of water. Alcoholic beverages, therefore, make a person thirsty in the same way as he becomes thirsty after perspiring freely.

These properties of alcohol make it extremely useful in certain arts and manufactures, and for some industrial purposes. As a fuel, for example, it may be used for spirit lamps or to drive motors. The chemist uses it to prepare and purify drugs and other compounds. It is employed to dry and harden substances; many articles and museum specimens are preserved in spirit; and because it is almost impossible to freeze alcohol, it is used instead of mercury in thermometers when an exceedingly low temperature is to be registered.

3. *Proportion of Alcohol in beer, wine and spirits.*

It is not possible to drink pure alcohol, because it causes a hot painful feeling in the mouth, throat and stomach and also produces direct injury. Therefore it can only be taken when diluted and made weaker by mixing it with water or other liquids less harmful than alcohol.

Beer, wine, and spirits all contain alcohol. There is some in beer, more in most wines, and a great deal in spirits. (It is for this reason that beer will not burn, though brandy will). The percentage of alcohol by volume in some of the commoner alcoholic beverages may be stated as follows:—

Lager beer	contains about	4	per cent.
Bottled beer	„	7	„
Claret, hock, &c.	„	9—10	„
Port	„	17—23	„
Spirits (Gin, Rum, Whisky, Brandy)	„	37	„
	„	40—50	„

When people drink alcohol mixed with water or other liquids it does not poison them as pure alcohol would do, but even when it is made very weak, it may still have a harmful effect, especially if taken frequently. (Some of the "medicated wines," sold by chemists and others, contain a large percentage of alcohol, and are purchased freely for use as "tonics" by many people. By the indiscriminate use of such wines harm is done and intemperate habits may be acquired.)

4. *The drinking of Alcoholic Beverages may bring about Injurious Effects and Changes in our Bodies.*

The following are some of the serious effects which drinking beverages containing alcohol may have on our bodies:—

(a) *The Effect on Growth.*

If much alcohol is given to children and young people the growth of the body will probably be interfered with, and instead of becoming tall and big they will most likely remain short and stunted. Let us see what happens if alcohol is given to plants. Cress seeds were planted by Dr. J. J. Ridge in separate glass tubes, some were given pure water and others water containing alcohol in varying quantities. The seeds which had pure water grew up strong and healthy, but the more alcohol there was in the water the less vigorous was the cress, and when the alcohol formed one hundredth part of the water, the seeds were killed. It was also found that the green colouring matter of plants, which is necessary to their healthy existence, is not freely produced if they are watered with even a very weak solution of alcohol.†

Again, Sir B. W. Richardson, M.D., observed that lowly forms of water animals, such as jelly fish, are very quickly killed if a little alcohol is added to the water in which they live. Then, too, if alcohol is given to young animals, such as puppies or kittens, they grow up less strong and vigorous.

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* *Life and Labour of the People in London*, by Right Hon. Charles Booth. Final volume, page 64 London, 1903.

† *Alcohol and Public Health*, by J. J. Ridge, M.D., 1893, p. 23.

Although it has not been proved that alcohol has precisely the same effect on the human body as it has on plants and animals, yet it is probably harmful to the living matter in our bodies in somewhat the same way that it is harmful to the living matter in plants and animals. Alcohol cannot help the body to grow, but rather tends to retard and stunt its growth.

(b) *The Effect on the Power of the Body to resist Disease.*

Alcohol taken in excess lowers the resistance of the body to disease, that is to say, a person who habitually drinks much beer or spirits is more likely to contract illness than one who does not. Moreover, such a person is less likely to recover from the attacks of disease. Consumption and inflammation of the lungs are among the diseases to which alcohol may render people especially liable. Then, again, wounds, sores and cuts heal far less readily in a person who takes much beer and spirits than in one who does not, and such a person is much more likely to suffer from blood poisoning.

(c) *The Effect on the Body's Strength and Power to work.*

The drinking of much beer and spirits tends to weaken the muscles of the heart and of the body generally and so diminishes the power and capacity to work. Experiments were made by Dr. Parkes with two gangs of soldiers doing equally hard muscular work (mowing), one gang alternately taking beer during the work and the other not. In every case it was shown that although men taking beer might for a short time gain on the other when they soon dropped behind, and at the end of the day the total work accomplished by them was less than that done by those who had no alcohol.* In the South African War it was observed by Sir Frederick Treves, who was with the column which relieved Ladysmith, that soldiers who drank much alcohol were the first to fall out on a long march and were less fitted to overcome hardships and fatigue than those who either did not drink alcohol, or took it in very moderate amount. Athletes, when training for racing or other sports usually avoid alcohol because they know the harmful effect it may have upon their bodily strength and endurance. Mr Brassey says: "Some of the most powerful among the navvies have been teetotalers. On the Great Northern Railway there was a celebrated gang of navvies who did more work in a day than any other gang on the line and always left off work an hour or an hour and a half earlier than any other man. Every navvy in that powerful gang was a teetotaler."† Muscular fatigue following severe exertion is far less readily recovered from if much alcohol is taken during the work or exertion, and the recuperative powers of those who regularly take much to drink are greatly lessened. Broadly, therefore, it may be said that common experience shows that men engaged in very hard manual labour do their work more easily, in all respects, without alcohol.‡

(d) *The Effect on the Proper Digestion of Food.*

Beer and spirits, if taken in considerable quantities, have serious effects on the digestion. When so taken into the body the delicate wall of the stomach is irritated, and if this irritation is frequently repeated, a form of chronic disease is set up. Besides the pain and discomfort which this causes, the digestive functions of the stomach are interfered with, food is not absorbed into the blood as freely as it usually is and the general nutrition therefore suffers. Alcohol, when taken in such quantities also tends to destroy the natural appetite and the wholesome sensations of hunger which are an aid to good digestion; less food is therefore taken into the body and this, together with defective absorption, serves to bring about a condition of undernourishment.

(e) *The Effect on the Heat of the Body.*

The action of alcohol causes the blood vessels of the skin to become very full of blood. This makes the skin feel hot and look flushed while a temporary feeling of warmth is experienced by the body generally. This feeling, however, soon passes away and the man feels cold and chilly, especially if no nourishing food was eaten with the beer or spirits. This is because heat is quickly lost from the hot flushed skin and alcohol therefore brings about a waste and dissipation of the body heat, and so makes the body colder than it would otherwise have been, while it has not power to replace the heat lost as a real food would do. It should for this reason never be taken to make a person warm, as it really has the opposite effect in the end. Many Arctic explorers have not permitted alcohol to be taken as a beverage by members of their expeditions, partly because it causes this loss of heat, which is especially serious in cold climates, and partly because it so greatly diminishes the muscular strength and the capacity for endurance. A man drinking much alcohol in a very cold climate is likely to suffer severely, or even die, from the cold because of the heat that is lost from the body on account of the alcohol. Persons frozen to death, at any rate in this country, have often died because they were intoxicated when exposed to the cold.§ Alcohol has also been found to predispose to sunstroke.

(f) *The Effect on the Control of the Body which is exercised by the Brain.*

The effects on the brain of considerable amounts of alcohol are very noticeable. Though at first it appears to be stimulating, and in fact is so, for a time, partly because of the extra quantity of blood that passes to the brain, it has soon a deadening influence and creates false impressions of comfort and well-being. A man who is under the influence of alcohol believes his external surroundings to be better than they actually are because he is unable to feel or realise his limitations so acutely on account of this deadening effect. The feelings and sensations are blunted and the proper control of the brain over the muscles is weakened. As one result of this loss of control, accidents, such as falls, or factory mishaps with machinery, may occur. It is a significant fact that such accidents occur with greater frequency on Sunday and Monday, after indulgence in large quantities of alcohol on Saturday or Sunday. The trembling shaky hand so often seen in those who take too much alcohol is another result of this loss of control by the brain, and this is especially detrimental to the man who earns his living by the sureness and steadiness of his hand. It has been shown that comparatively small quantities of alcohol may injuriously affect the nerves and the senses (sight, touch, &c.).

(g) *The Effect on the Intelligence and Understanding.*

The higher powers of the intellect, such as the will power and the understanding, may also be injured or weakened by the drinking of alcohol. The general intelligence of a man who frequently gives way to drinking in excess is lowered, his power of voluntary attention is enfeebled, and his power of calculation retarded. His memory also becomes bad, and his work is often careless because of this. Then the power to think may be lessened and he is thus unable to reason well and clearly. His judgment becomes less accurate and balanced. Mental activity generally is reduced and the quality of the work that is done becomes increasingly inaccurate and untrustworthy.

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* *Ibid.*, p. 36.

† *Work and Wages*, Brassey, 1879, p. 17.

‡ For many instances and particulars under this heading, *see A Manual of Practical Hygiene*, by the late Edmund A. Parkes, M.D., F.R.S. (Section dealing with Alcoholic Beverages.)

§ *Food and Dietetics*, by Robert Hutchinson, M.D., 1906, p. 339.

Observations made by Dr. Aschaffenburg on the work of compositors (which is skilled work requiring an active brain) led him to conclude that when alcohol was taken before work and by men accustomed to its use, fewer letters were set up than when no alcohol was given, although the men themselves were under the impression that the alcohol caused them to work better and more rapidly.* Dr. Leopold Lang finds reason to think that a similar conclusion holds true of marks earned by school children in Holland, Austria and Germany. It has been shown that in "very good" and "good" classes the abstainers head the list by considerable proportions; in those giving "moderate" or "sufficient" results the proportions are about equal; and in those giving "inadequate" or "bad" results the proportion of those who drink is more than twice as great as of those who abstain.

The injurious effect of drinking much alcohol seems to be most marked in the body tissues of the young—hence its especial harm to children—and also in the most highly developed portions of the body, namely, the brain, and again in the most highly developed parts of the brain. Men differ widely, however, in the power of their brains to resist this injury, and alcohol seems sometimes largely to spare the brain of a man who constantly drinks, and to attack some lower organ of the body, especially if that organ be of a low resistive power. It thus affects each person at his most vulnerable points.

5. *The Effects of Excessive Drinking of Alcohol.*

(*a*) For all these different reasons it is clear that the drinking of alcoholic beverages in excess is likely to be injurious to all parts of the body. A person who frequently takes much alcohol becomes less fit and healthy, partly owing to its cumulative effect. Neither his muscles nor his brain are capable of as much exertion as those of a person who is strictly temperate, and the quantity and quality of the work that is done invariably show more or less marked deterioration.

(*b*) The health of such a man tends to become worse as the effects of the alcohol on the different parts of the body become more pronounced. He will probably suffer from digestive troubles and malnutrition or from some of the various illnesses to which habitual drinkers are particularly liable. This naturally tends to shorten his life, which is also threatened by accidents of all kinds to which his mental apathy, carelessness, and the loss of due control over his muscles expose him. It has been estimated that about 11,000 men and women at least, and probably many more, die every year in England and Wales from diseases caused by alcohol.† Men and women who have much to do with the manufacture or sale of alcoholic beverages, and are therefore constantly liable to the temptation to drink them in excess, do not live so long as the average healthy man, and the mortality among them is even higher than in many of the so-called Dangerous Trades. (*See* Note 1.) Further, the experience of Friendly Societies shows that abstainers are less liable to sickness, and on the whole live longer than non-abstainers.‡ (*See* Note 2.)

Note to Section II.

N.B.—*These tables are inserted only for the use of the teacher, and are of course wholly unsuitable to present to the child.*

Note 1.—The following Tables, compiled from the Registrar-General's Decennial Reports, show (1) the average mortality among occupied males (25–65 years of age) from alcoholism in various trades over a period of 3 years (1890-92), and (2) a comparison between deaths from all causes and from alcoholic diseases.

The figures are based on medical certificates as to the cause of death, and cannot therefore do more than give an approximate estimate of the number of deaths from these causes. Diseases of the liver are included in the second table because they are often closely connected with over indulgence in alcoholic beverages.§

(1) In reading this Table the number 100 represents 100 deaths from alcoholism in all trades and professions, while the numbers below give the death ratio from alcoholism in certain special trades. That is to say, for every 100 men of all trades whose deaths might be attributed to alcohol, 215 coachmen, 400 dock labourers, and 815 inn-servants died from this cause in the years 1890-92.‖

Occupation.	1890-92. Alcoholism.	Occupation.	1890-92. Alcoholism.
Occupied males	100	Occupied males	100
Coachman, cabman	215	Dock labourer	400
Costermonger	277	Chimney sweep	454
Coalheaver	223	Butcher	269
Fishmonger	215	*Brewer*	815
Musician, music teacher	223	*Inn-servant*	815
Hairdresser	269	*Inn-keeper*	708

(2) This Table is to be read in a similar way; in the first two columns the 100 represents 100 deaths from all causes, in all trades and professions, in the second two columns it represents 100 deaths from alcoholism and certain diseases of the liver attributed to alcohol. The other figures represent the death ratio in both groups of causes in certain special trades.¶

* *Alcohol and the Human Body*, by Sir Victor Horsley, F.R.S., and Mary D. Sturge, M.D., 1907, p. 92.

† *The Drink Problem*, 1907, edited by T. N. Kelynack, M.D., p. 132.

‡ *Ibid*, Chap. VIII.

§ For further information as to "Industrial Drinking," consult *Alcoholism* by W. C. Sullivan, M.D., 1906, Chap. VI.

‖ *Supplement to 55th Annual Report of Registrar-General*, Part II, p. xci.

¶ *Supplement to 65th Annual Report of Registrar-General*, Part II, p. cxi.

Occupation.	All Causes.		Alcoholism and Diseases of the Liver.	
	1890-92.	1900-1902.	1890-1892.	1900-1902.
Occupied males	100	100	100	100
Coachman, cabman	121	115	149	137
Costermonger	173	192	160	222
Coalheaver	160	124	162	117
Fishmonger	101	102	164	173
Musician	127	123	166	195
Dock labourer	192	149	191	168
Chimney sweep	138	134	200	180
Butcher	115	115	219	217
Brewer	150	143	251	280
Innkeeper	181	191	413	424
Inn-keeper	172	180	717	724

Note 2.—The following Table shows the Expectancy of Life (that is, the average future duration of life dated from the age in question)—(*a*) in the general population of England and Wales based on the experience of 1891-1900, (*b*) in persons insured in a large number of the principal Life Offices based on the experience of 1863-93, and (*c*) in various Friendly Societies and the United Kingdom Temperance and General Provident Institution. It will be seen how much more favourable is the Expectancy of Life in persons abstaining from the use of alcoholic beverages:—

Age.	General Expectancy of Total Male Population in England and Wales based on Experience of 1891—1900. (Registrar-General.)	General Expectancy based on the Experience of Persons insured in a large number of the Principal Life Offices in Great Britain in Years 1863-93. (Institute of Actuaries.)	Oddfellows. (Non-abstainers largely.)	Foresters (Non-abstainers largely.)	Rechabites. (Abstainers)	United Kingdom Temperance and General Provident Institution based on Experience of 1841—1901. (Abstainers.)
20	41·0	43·2	41·4	43·1	48·8	46·9
25	37·0	39·1	37·6	39·0	44·3	43·0
30	33·1	35·1	34·0	34·8	39·7	38·8
35	29·2	31·2	30·3	30·7	35·1	34·6
40	25·6	27·4	26·8	26·7	30·6	30·3
45	22·2	23·7	23·3	22·8	26·1	26·1
50	18·9	20·1	19·9	19·1	21·8	22·0
55	15·8	16·7	16·6	—	17·7	18·1
60	12·9	13·6	13·6	—	13·8	14·6

The first column of this Table gives the expectancy of life of the general population, whether insured or not. For instance, a person out of the general population at the age of 20 may expect to live 41 years more. The second column gives the expectancy of life as experienced by a large number of insured persons chiefly of a social status above the wage-earning classes, and it will be seen that the expectancy of life is somewhat increased at each age. With these may be compared the experience of the two great Friendly Societies (Oddfellows and Foresters), of whom a high proportion are non-abstainers, and the experience of the relatively small society of the Rechabites consisting only of abstainers. The last column gives the experience of abstaining persons chiefly of small means or who are insured for small sums. Comparing the last two columns with the first four columns it will be noted that the abstainers show a much higher expectancy of life than any of the other groups at each age and in all cases.

Further, it has been ascertained by the Registrar-General that of 61,215 men between 25 and 65 in the community, 1,000 die in one year; but of 61,215 publicans, 1,642 die in one year, while of 61,215 Rechabites (abstainers) 560 die in one year.—(From the *Inter-Departmental Committee on Physical Deterioration*, Vol. iii, Appendix XVI., p. 64. Section II.)

The general policy among Insurance Offices of late years has been to give somewhat more favourable terms to total abstainers, as it has been recognised that such persons are on the whole likely to live longer than non-abstainers. On the other hand, the Prudential Life Company in 1874 added 15*s.* per cent. to the premium on the lives of "beer-shop keepers, licensed victuallers, and their servants." A few years later this was raised to 21*s.*, and in 1896 to 2*l.* It is the general practice of Accident Insurance Companies also to allow a reduction of premium to total abstainers, which varies from 5 to 10 per cent.

Section III.

1. *The drinking of alcoholic beverages not only may have bad effects upon the body and mind of the individual, but also may be followed by still more serious consequences, namely, moral injury to himself and great harm to others.*

The last section dealt with the evil consequences to the individual which result from drinking considerable quantities of beverages containing alcohol, and especially about the effects of such drinking on his own health and capacity for work. There are, however, other consequences even more serious and

far-reaching, such for instance, as the evil effects on his own mind and character and the further results of his habits on the lives and social surroundings of those depending on him. It is on this account that civilized states have found it necessary to subject the manufacturer and sale of alcoholic beverages to stringent regulations.

2. *The importance of self-control and temperance in all things. Freedom is lost if evil habits are acquired.*

A man who habitually gives way to the temptation to drink too much alcohol, even if he is never actually drunk, gradually loses his power of self-control. Each time the temptation returns it is more difficult to resist, and he yields to it, even though he knows he is doing wrong and fully understands the harm that this weakness causes. The longer the habit continues, the harder is it for him to give it up. Such a man is said to be intemperate.

It must be remembered that temperance and self-control are not only needed to avoid contracting the habit of drinking too much, but that they are also constantly required in everyday life by children as well as by grown-up people. They are needed to keep us from giving way to bad temper, to keep us from greediness and eating too much, and to prevent us from being lazy, extravagant, selfish or unkind to others. A person who is intemperate in one way, is very likely to be intemperate in other ways too, and the loss of self-control in one respect often means moral weakness in other directions also. All children should try to practise self-control in little things to fit them for the time when they will be grown up and will be obliged to practise it in more important things. It is much better to learn good habits when we are young than to wait until we are grown up, and then perhaps have to get rid of bad habits first. Every one knows how much easier it is to form a new habit than to break down an old one. If a man has not got the strength of will and character to overcome temptations he will soon lose his power to choose aright and will become a slave to his bad habits. A weak man will often drink more than is good for him, not because he wants to, but because he has not got the strength of will to say "No" when his friends ask him to take more; or perhaps he is afraid of being laughed at by them, and has not the moral courage to refuse to do what he knows will be bad for him.

In considering temperance we must, however, not forget that too much stress should never be laid on the value of any one quality or habit, and that the cultivation of this one special virtue may lead to the neglect of other qualities equally desirable and necessary. A man who does not drink may be greedy, selfish, untruthful, mean or cruel, just as a man who does drink, and even drinks a great deal more than is good for him may be really kind-hearted and generous. When we speak, therefore, of the value of temperance we must always have in mind that one of the great aims of education is to build up and form a well-balanced and high moral character, and to produce upright men and women, and that the practice of temperance, though of the greatest use, is only one of the means to this end, and should never be separated from conduct as a whole.

3. *The personal consequences of excessive drinking of Alcohol.*

(a) *Waste of money which could be wisely spent or saved.—The Value of Thrift.*

Large sums of money are often spent even by poor people on drink. In the year 1908, it was estimated that the total expenditure on intoxicating liquors in the United Kingdom was 161,000,000*l.* This gives an average expenditure per head of 3*l.* 12*s.* 3*d.* and per family of five persons of 18*l.* 1*s.* 3*d.* This includes, of course, many individuals and families who spend nothing on alcohol. Speaking broadly, it may be said that about two-thirds of the total sum (*i.e.*, about 107,000,000*l.*) was spent by the working classes.* This means that on an average in every working man's family, not less than 5*s* a week was spent on drink alone. Some families of course spent less, but others spent a good deal more. Let us suppose that the weekly income of a family of five is 25*s*. The average cost of food should be at least 15*s.*, and the rent will be at least one-fifth of the income, that is 5*s.*† If now 5*s.* is spent on drink, there will be no margin for fuel, clothes, lighting, recreation, illness or thrift. There must, therefore, be a saving somewhere, and as the rent cannot be reduced, it probably means that less will be spent on food and other necessaries. So that quite apart from the direct effects of the drink on the individual, the family will be under-nourished and insufficiently clothed. No one can be healthy or efficient who is deprived of the actual necessaries of life.

If 5*s.* a week could be saved and not spent on drink, it might be placed year by year as an Insurance Premium in the Post Office and after 30 years a man would have 422*l.*, which could be invested in an annuity of 12*s.* 6*d.* a week.‡ Or he might save money to buy his own cottage and garden. He could provide, both for himself and his family, the holidays and healthy recreation, which every one requires to make life more cheerful and joyous and to relieve the irksomeness of daily toil. He could afford to place his children well in the world, to make his home pretty, comfortable and attractive, and to guard against temporary lack of employment or sickness. Such a man would be able to meet easily and with sufficient resource most of the misfortunes to which everyone is liable.

(b) *Loss of self-respect.*

A man who frequently takes too much beer or spirits soon begins to show signs of degeneration. He becomes careless about his personal appearance, loses his self-respect, and ceases to take a proper pride in being clean, smart, neat, truthful, and industrious.

(c) *Unfitness for work—loss of employment—pauperism.*

The man who drinks to excess becomes idle and useless and learns to loaf about the streets instead of working. The habit thus tends to make any hard work distasteful, and no one wishes to employ such a man, for his work, when he does any, is usually bad. Instead of being a respected man with a comfortable home and regular wages, he generally has to live as best he can, on any odd jobs that come his way. A man who does not drink too much will do better work, other things being equal, than one who does, and is therefore able to obtain and keep regular employment and to get better wages; moreover, such a man can be depended on while the drinker cannot, and he will therefore be trusted by his employer and may have many more opportunities of getting on and improving his position than will come to the unsteady man.

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*See also *The Temperance Problem and Social Reform*, by Joseph Rowntree and Arthur Sherwell (1901). Popular Edition, Chap. 1, p. 15.

†See also *ibid.*

‡*Alcohol and the Human Body*, Chap. XVI, p. 343.

Sobriety is thus an aid to efficient and productive labour, and as the rate of pay is influenced by the quality and value of the work done, sobriety will help to produce and maintain good wages. Intemperance, on the other hand, tends to have the opposite effect, and is indeed one of the chief causes of pauperism.

(d) *Ill-health, disease, insanity.*

The heavy drinker is seldom really well in health, partly because he often has not much money to spend, and what he has he prefers to spend in drink rather than in nourishing food, partly, too, because of the illnesses caused by the alcohol which he drinks. Because he is not well he will often feel depressed and miserable and may then take beer because he is unhappy and because his home is uncomfortable. Though the beer may make him forget his troubles for a little while, this effect soon passes off, leaving him probably more miserable than he was before. Such people comparatively often get disease of the brain and become insane and have to be sent into lunatic asylums.

(e) *Neglect of duty, moral degradation, crime.*

The general unfitness for work; together with ill-health, often leads to neglect of duty, which may have serious consequences to others. For instance, if a signalman drinks too much and in consequence forgets to alter the signals, or goes to sleep, there may be a train accident. If a sailor steers his ship in the wrong direction after drinking, there may be a wreck. Motor-car accidents may also be caused by drivers taking too much alcohol. The moral degradation which always follows loss of self-respect often leads a man into temptations of another kind; his perceptions of right and wrong are dulled, and if he is unable to earn money he may steal things or rob people to procure it, possibly the value of the articles or the sums of money may be quite small at first, but they generally tend to get larger, and so he gradually comes to lead a criminal life. A man will often take alcohol to give himself the "courage" for a crime that he would probably never commit in his sober hours. Sometimes he may commit a crime and afterwards make the excuse that he did not realise what he was doing because he was drunk at the time. This, however, is not regarded as a reasonable excuse, and a man is held responsible for his actions even though he has had too much to drink.

(f) *The ruin of homes, unhappiness and suffering.*

The home of a drunkard is always wretched and unhappy. Such a man spends on beer most of the money which should buy food and clothes for his wife and children; often there is little or no money to spend, because he has lost his work, and cannot or will not get more. The home becomes more and more comfortless, because if there is not enough money for food, there will be none for the small luxuries and comforts which so greatly add to the pleasantness of life. Instead of these we find discomfort, and often dirt. The suffering unfortunately falls to a great extent on those who do not merit it, the wife and children, and they not only have to endure a cheerless wretched life, but may also have the actual cruelty of a drunken husband or father added to their other misfortunes.

Though intense misery and suffering often results when the father takes to drink, even more unhappiness may follow when it is the mother who drinks. The consequent neglect of the children is then always greater, it is the little ones and the babies who suffer most. Many a respectable man has taken to drink himself because his wife has disgraced him and made his home wretched and miserable. On the other hand, it must be remembered that a good and careful wife can often prevent her husband taking too much to drink. If his home is clean and comfortable and tidy, and if his food is well cooked and appetising, he will have far less temptation to seek cheerfulness in the public house. The children of drunken parents start life with many disadvantages. With their physical health and energy below the average, they lack the care, nourishment and protection which all children require if they are to grow up well and strong; they are only too well accustomed to squalor, poverty and a low standard of comfort, and therefore often have no desire or ambition to achieve better things, and being thus badly equipped from the outset both in mind and body, their chances of leading happy and useful lives are greatly lessened.*

"The use of these things" (beer, wine, or spirits), says Sir Michael Foster, "has brought no end of misery into the world. If we could take away from the world all the ill-health, all the poverty, all the wretchedness, all the cruelty, all the crime which has been brought about by drinking too much wine, beer, or spirits and the like, how much happier, wealthier and brighter the world would be."†

4. *Social Evils which result from Alcoholic Excess.*

The evils of drinking too much are not limited to the man himself and his family, but he may also influence others to follow his bad example, and the harm done by one man may thus be widespread. "One degraded or ill-conducted worker will demoralise a whole family; one disorderly family inexplicably lowers the conduct of a whole street; the low-caste life of a single street spreads its evil influence over the entire quarter; and the slum quarter . . . subtly deteriorates the standard of health, morality and public spirit of the whole city."‡

We must therefore consider the effects of intemperate habits on the nation as well as on the individual. Money spent by the nation on drink must be reckoned as money which is largely, if not entirely, wasted, because there is no proper return for it. The expenditure of 160,000,000*l.* or more, every year, is a drain on the resources of the nation and the direct cause of not a little national poverty. It must be remembered how vastly large is this sum, which, it has been estimated, is equal to all the rents of all the houses, farms, shops, hotels, &c., in the United Kingdom, so that the amount spent on drink alone would be enough to enable everybody to live rent free.§ To put it another way, it is equal to the cost of all the butchers' meat, bacon, ham, poultry, and game eaten every year in the United Kingdom; it is also equal to the cost of all the bread, flour, milk, butter, cheese, and eggs.‡ It is about equal to the national revenue raised by all the rates and taxes.‖

Paupers, criminals and lunatics have to be maintained and paid for by the public, and very large sums of money are spent annually in this way. If less alcohol were drunk, there would be less poverty, less crime and less insanity, and a good deal of this money might be set free to reduce the taxes, or to make pleasanter and more comfortable the lives of those for whom the State is not compelled to provide.

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*It may here be added that, subject to certain exceptions persons are forbidden by law (Children Act, 1908. Ss. 119-120) to give to any child under the age of 5 any intoxicating liquor, and the admission of children under 14 to the bars of public houses is forbidden.

† *Simple Lessons on Health for the Use of the Young*, p. 82.

‡ *The case for the Factory Acts*, by Mrs. Sidney Webb, p. 48.

§ *The Economic Aspect of the Drink Problem*, Third Lees and Raper Memorial Lecture, p 12.

‖ *Ibid.*, p. 11.

Then, again, the prosperity of any nation depends on its workers, and if a large number of these workers damage their capacity for work by excess in alcoholic drinks, that nation sooner or later will degenerate and fall behind other nations because it cannot successfully compete with more sober and temperate races. Competition in the commercial world is becoming keener and more severe, and it is only by cultivating to the utmost our skill, knowledge, energy and ability that we can hope even to retain our present position among other nations. The country has to suffer not only the loss of the productive labour of those who are totally incapacitated through drink, there is also the loss in efficiency of those who are only partially incapacitated, there is the loss to employers and work people generally from accidents of all kinds, from waste of material and idleness caused directly or indirectly by drinking, and there is also the loss due to the shortening of the productive period of men's lives by the earlier death which is so often consequent upon drinking habits.

It is the duty of every good citizen to help and not to hinder his fellow men by his own example and influence, and to endeavour to do something, however little, to improve the conditions under which people live.

EMPLOYMENT.

Appendix 26.

Note by Mr. J. H. Abbott.

As a preliminary to my notes I would suggest that the exact meaning and extent of the words "Domiciled" and "Anglo-Indian" be defined for the information of the Conference now sitting.

It will be of little avail giving the Anglo-Indian Community a Higher Education if the present procedure of importing men from England to fill all the appointments in the superior grades of the following departments. The Government should give the community a larger and increasing proportion of appointments in the superior grades of these departments to the exclusion of the man now sent out from Home.

Engineering	...	Police	...	Telegraph.
Survey	...	Postal	...	Customs.
Forest	...	Traffic	...	Pilots, &c.

The status of schoolmasters should be raised by giving higher pay and in order to retain good men a pension should be granted or a Provident Fund instituted.

Pupil teachers should be done away with entirely and the first three standards taught by really competent men as the pupils are at that time at the most impressionable age.

The leave rules as laid down in the Civil Service Regulations should be made applicable to schoolmasters and thus encourage teachers to go Home periodically to get into touch with fresh ideas on education.

The Examination rules should be altered to admit of exceptionally clever boys being advanced more rapidly than at present.

Education for our Community should be compulsory.

APPENDIX 27.

Note by Lieutenant-Colonel E. Atkinson, R.E., Principal, Thomason College, Roorkee, on openings for employment for members of the Domiciled Community.

1. There seems to be a very considerable number of openings for employment for this community in connection with the Engineering professions. As far as I am aware nearly all openings for employment, which are available for Indians, are equally available for members of the domiciled community, and in some cases the facilities for obtaining employment are all in favour of the community. These openings are analyzed below.

2. The difficulty, however, in my opinion is, that though these openings for employment are available, members of the community are only able to take advantage of a small percentage of them, at any rate in the higher grades, owing to their inability to compete with Indians. Leaving out financial considerations, which alter in individual cases, the reasons for this inability seem to me:—

(*i*) Parents are anxious that their sons should earn their living as soon as possible, and generally send them out to enter into competition before they are educationally fit.

(*ii*) Members of the domiciled community do not take advantage of the existing facilities for collegiate education. The boys who attempt to enter the Engineering professions generally come from a few Anglo-Indian schools and their preliminary education is inadequate for the task of competing with picked Indian graduates in the courses of Engineering Colleges.

(*iii*) The difficulty of fixing the exact age of an Indian must be taken into consideration. The Indian not only matures earlier, but in some cases adds to this advantage by having had his age incorrectly stated, though supported by necessary horoscopes and affidavits.

3. *Civil Engineering.*—The domiciled community only aim at the Engineer and Upper Subordinate grades. The lower grades having too poor pay and prospects to give a living wage to members of the community.

The Engineer grade.—The standard is high and requires a good preliminary education. A certain number of Anglo-Indians enter Sibpur College, where they are welcomed, but very few, I believe, enter the Poona or Madras Engineering Colleges. At Roorkee, the honours used to be fairly equally divided between Anglo-Indians and Indians, and a hostel was built not many years ago for 24 Anglo-Indian students. At the present date there are, I think, only five in the third year of this class.

Fewer come up for entrance, and the majority who pass in seem unable to compete with Indians in the College courses, owing to defective preliminary education. Several cases have occurred of Anglo-Indians, who have passed in high, going straight to the bottom at the end of the first year, and even failing in the second. This points to cramming in the few schools which send up competitors.

The majority of Indians who come up for the entrance examination are B.A's and B.Sc.'s, and even of these a certain percentage fail to qualify in the examination. Those who enter have an immense pull in Mathematics and Science, though in purely Engineering subjects, which are started *ab initio*, the Anglo-Indian generally holds his own. Every man has a chance as the Project of three months' duration in the third year, a final practical test of the whole training, is heavily marked. Cases have occurred of Anglo-Indians standing low in the class coming out top in the Project. This year, P. Davies, who stood 13th at the end of the second year, pulled himself up to 4th in the whole class, by good work in the Project and by general hard work. On the other hand three other Anglo-Indians did very badly in the Project and stood at the bottom.

The age qualification is another factor. The age limits are 17 to 21. The Anglo-Indian, as previously stated, generally tries to enter too young, and as a rule a boy of 18 is competing with an Indian of 21.

Further, in my opinion, the following factor has something to do with the reason why fewer boys come up for the class. Parents of bright lads, who can afford it, prefer sending their sons to England with a chance of getting into the Imperial Service than trying to get them into the Provincial service through Roorkee, where the competition is severe.

Upper Subordinate class.—In this class separate entrance examinations are held for soldiers, Anglo-Indians and Indians, and of the privileged vacancies (paying ordinary fees) twelve are reserved for soldiers (for the Military Works Services), nine for Anglo-Indians and six for Indians. Besides these there are twenty-seven unprivileged vacancies (paying higher fees), and of these a fair proportion would be given to Anglo-Indians. It is very seldom, however, that sufficient candidates qualify in the entrance examination to fill the nine vacancies, the competition being very poor, while for the six Indian vacancies, an average of 40 to 50 candidates appear. It may be noted that very few Anglo-Indian schools send competitors at all to Roorkee, the Lucknow Martinière supplying practically all the candidates for this class.

4. *Mechanical and Electrical Engineering.*—A very fair opening exists, employers of labour in my experience preferring Anglo-Indians to Indians. I understand Anglo-Indians do well at Sibpur in the Apprentice classes. At Roorkee last year one boy, who stood fourth in the Civil Engineer classes, asked to be transferred to the Electrical class, while this year five Anglo-Indians have applied for nomination. It appears that members of the domiciled communities may be waking up to the opportunities in this line.

5. The above paragraphs deal with the openings for employment in the higher grades. For the lower classes of the domiciled communities, intellectually and financially, the great opening is in numerous positions in Railways. Railways prefer to employ the children of their employés and here I think the domiciled community have great facilities for employment, and this seemed to be specially the case in Madras where the domiciled community is large. The difficulty here again, I understand, is education. There is at present great difficulty in recruiting efficient Permanent-way Inspectors. Some Chief Engineers informed me that they had no difficulty in getting Anglo-Indian apprentices, but a large percentage were so deficient in education, it was impossible to train them.

6. *Automobile drivers*—Anglo-Indians are well fitted for this occupation and I think would generally be preferred. Very few appear at Roorkee for training. The present instructor of this class at Roorkee is an Anglo-Indian. A previous training in fitting is required.

7. *The Textile Industry.*—There seems no reason why Anglo-Indians should not have excellent openings in this industry, if they are willing to work their way up from the bottom, as every European has to do and as every Indian will have to do if he wishes to succeed at all.

8. *Industries and Commerce.*—This I need hardly deal with. The field is open to all, but the financial backing necessary is not often available in the case of Anglo-Indians.

9. *Clerical.*—Though the lower grades offer no attractions, as far as my experience goes, a very fair percentage of the higher appointments are held by Anglo-Indians.

10. *Medical.*—In the subordinate grades of the profession, the Anglo-Indian has every opportunity for employment; and there is nothing to prevent him entering the higher grades.

11. Generally speaking, in my opinion, considering the numbers of the domiciled community, they have a very large field for employment open to them. The extent to which they avail themselves of these openings depends on whether they will educate themselves sufficiently; a question with which the Conference is dealing.

TRAINING.

APPENDIX 28.

Note on the Training of Lady Teachers for European Schools in India by Miss Sampson, Principal, Doveton Girls' High School, Vepery.

The training of lady teachers will come before the conference for the improvement of European schools, and on this subject the following suggestions and criticisms are submitted.

A suggestion has already been made, namely, that a Central College for Europeans should be founded in India. Now the initial cost of such a college will be very great and the upkeep of it, a heavy expenditure which can never be met by the fees. Consider only the staff: at least six lady graduates from England, at a minimum salary each of £300 a year resident, will be necessary for efficiency; this means an annual expenditure of at least £1,800 (or Rs. 27,000) on the staff alone.

Comparatively few will, I think, attend: local existing institutions will presumably continue to attract as many as they do now. Parents like to keep their daughters near them as long as possible. India is not like Great Britain: a Central Training College must needs be at a very great distance from most large towns; especially if such a college is built on the hills.

Now another suggestion for the few who would attend such a college is cheaper and would be more beneficial to the schools who have to recruit their staff (a task of ever increasing difficulty) from old pupils of their own or of other schools.

Give every year scholarships tenable for two years in Great Britain. Let these be of sufficient value to pay the passage to and from Great Britain and to cover *all* expenses for two years in Great Britain at a Training College for (*i*) Elementary Teachers of those selected candidates who have passed the Matriculation Examination of an Indian University or a recognised equivalent examination, (*ii*) Secondary Teachers of those selected candidates who have passed the Intermediate Examination of an Indian University or its equivalent.

Herewith are sent the *Regulations of the London County Council Training Colleges for the admission of candidates. The fees for tuition for two years, £10 10*s.* and for residence for two years: £25 (see pages 2 and 3) are so very low that I am inclined to think that they must apply only to certain applicants.

* Not printed.

Suppose, therefore, that we take the fees of another institution, say, the Battersea Polytechnic, which seems to be open to all and of which a prospectus† is herewith sent. (In choosing this institution it is not to be understood that it is therefore specially recommended; indeed it is beside the point, for the courses are technical, domestic services, etc., training in which is not now our chief object).

† Not printed.

Fee for 2 years (Course III)	£ 56 10	(Page 15)	
Books, say	„ 6 0		
Board and Lodging, 1st Term	„ 13 0	(Hostel prospectus.)	
„ „ five terms	„ 60 0		
„ „ 26 weeks, vacation ...	„ 39 0		
Passage money—return	„ 60 0		
Contingencies	„ 40 10	(About 17 per cent.)	
Total for two years	£ 275 0	or £137½ a year.	
	i. e., Rs. 4,125 or Rs. 2,062½ a year.		

If twelve such scholarships are offered each year (four in each presidency) there is incurred an annual expenditure of 24 × £137½ or £3,300, *i.e.*, Rs. 49,500. If half the number of such scholarships be given, the expenditure: Rs. 24,750 would be less than the salaries of the staff of a Central College in India.

Of course better facilities than those now existing must be made in India for those who do not gain scholarships; but this is an expense which will have

to be met in every large town, whether the suggested scholarships are founded or whether a Central Training College is established.

In making the above estimates you must note that no allowance is made for the possibility of the admission of holders of Indian Government scholarships at the very cheap rates set down in the Regulations of the London County Council governing the admission of students to the Council's Training College in 1912. Supposing that Government scholarship holders from India are admitted on the very low fees therein quoted, *viz.*, £10 10*s.* for two years' tuition, £25 for two years' residence, we have to set £35 10*s.* against £129 10s. in the above scheme, *i.e.*, £181 against £275, or (Rs. 2,715 against Rs. 4,125). This reduces the annual expenditure on twelve such scholarships from £3,300 (or Rs. 49,500) to £2,172 (or Rs. 32,580), a sum little more than the salaries of the staff of a Central College in India.

Exact information must be sought, and doubtful points cleared up by writing to the London County Council Training College authorities and also to the Board of Education at home [Hazell's Annual, 1912: Educational Adviser to the London County Council Dr. W. Garnett, D.C.L., Education Officer: R. Blair, M.A., Members of the Educational Committee are named on page 401 of Hazell's Annual, 1912].

These are some important points:—

(1) Whether these low fees: £10 10*s.* and £25 each for two years are payable by holders of scholarships conferred by the Government of India. *This point should be pressed,* for the students are of European extraction, and the money available in India for their education and equipment for life is limited, owing to the claims of the larger Indian community; therefore it seems just to claim for these Europeans and Eurasians in India the benefits which are claimed by, and bestowed on, their sisters in Great Britain, and it seems fair that the Board of Education at home should awake to their responsibility and undertake it.

(2) Whether the Matriculation Examination of an Indian University may be allowed to qualify for admission into an Elementary Training School. The examinations which qualify for admission are enumerated and detailed on pages 6 and 7 of the London County Council's Regulations—and this list is laid down by the Board of Education.

(3) Whether the residential houses connected with these colleges will undertake the entire charge of these students from India during their two years at home, specially during their vacations.

Rules and regulations will be drawn up by the Government of India to ensure the return to the European schools in India for a fixed number of years, of these teachers at the expiry of their two years. [See Board of Education Regulations, page 10, section 10*b*.]

There are other matters that call for attention: these teachers will command a higher salary than their less favoured European or Eurasian "sisters" trained in India; perhaps a minimum of Rs. 100 against a present minimum of about Rs. 30 for Lower Secondary (or Elementary) Teachers, and a minimum of Rs. 150 against a present minimum of about Rs. 75 for Upper Secondary (or Secondary) Teachers. Government will have to meet this expense by increasing the grants. For school managers can only just pay the present low salaries, and it is impossible to raise the fees.

Economy might be effected in another direction: render efficient just the number of schools required in a town or district and reduce the number of schools receiving grants. Schools that can be self-supporting without Government grant will still remain open; but they will not receive either grant, recognition or inspection from the Departments.

These scholarships should, at first, any way, be open to Europeans and Eurasians who are already teachers, so that existing teachers may have the opportunity of earning as good a salary as their pupils will have.

APPENDIX 29.

Letter from the Agent, East Indian Railway Company, to the Joint Secretary to the Government of India, Education Department, Simla, No. 804 Sch., dated 19th July 1912.

I beg to enclose, herewith, copy of paragraph 13 of my Board of Directors' letter No. 67 of 1912, and shall be obliged if Mr. S. C. Williams, my Secretary who is going to attend the proposed Educational Conference at Simla next week as a representative of the Government of Bihar and Orissa, can be favoured with an opportunity of bringing to the notice of the Education Department, the urgent necessity which exists for a more liberal recognition by Government of the claims of this Company's Hill School at Mussoorie for financial assistance in the shape of an increased grant.

Extract from Board's letter No. 67 of 1912 to Agent.

13. Proposed Educational Conference.—Your No. 46 of 1912, paragraph 15. The Board observe that the Government of India propose to convene an informal Conference at Simla in July next to enquire into the question of the education of Europeans and Anglo-Indians in India, and that the Railway Board having been asked to nominate two representives, have, it is understood, appointed Mr. W. H. Wood, senior member of the Board, as one, and have expressed the desire that Mr. A. Chapman, the Head Master of the Company's Hill School at Mussoorie, as having had practical experience of teaching in Railway Schools, should be associated with Mr. Wood as their other representative.

You have agreed to this request and have instructed Mr. Chapman accordingly.

It also appears that the Government of Bihar and Orissa, in view of the large proportion of schools in that province which are connected with railways, have expressed their desire to secure the co-operation of a railway officer as the non-official representative of that Government, and have asked for the services of Mr. S. C. Williams, the Secretary to the Agent, who also occupies the position of Superintendent of the Company's Aided Schools.

To this you have also agreed and ask the Board to confirm your action in the matter.

In confirming your action with regard to the delegation of Mr. Chapman and Mr. Williams to the proposed Conference, I am to say that the Board are of opinion that opportunity should, if possible, be taken by the representatives of this railway attending the Conference to bring to the notice of the Education authorities the urgent necessity which exists for a more liberal recognition by Government of the claims of the Company's Hill School for financial assistance in the shape of an increased grant.

APPENDIX 30.

Europeans—Institutions and Pupils, 1910-1911.

Province.	Government.		Aided.		Unaided.		Total.		Girls in Boys' Schools.	Boys in Girls' Schools.	Hindus.	Muhammadans.	Europeans and Eurasians.	Native Christians.	Buddhists.	Parsis.	Others.
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils	Institutions.	Pupils.									
Madras	3	452	83	6,550	...	...	86	7,002	941	723	107	17	6,589	214	...	...	75
Bombay...	...	...	46	3,836	...	...	46	3,836	356	468	7	20	3,480	135	...	137	57
Bengal	3	326	70	7,879	4	769	77	8,974	320	1,112	82	63	8,487	151	20	86	85
United Provinces	...	...	50	4,212	20	461	70	4,673	302	545	75	27	4,494	28	5	44	...
Punjab	3	518	81	1,949	2	23	36	2,490	61	193	12	10	2,400	11	...	55	2
Burma	1	120	28	3,827	...	...	29	3,947	132	552	19	63	3,468	64	158	34	141
Eastern Bengal and Assam	1	23	4	360	1	30	6	413	71	15	11	11	384	...	...	...	7
Central Provinces	...	...	34	1,499	1	10	35	1,509	42	198	12	11	1,414	3	...	54	15
Total ...	11	1,439	346	30,112	28	1,293	385	32,844	2,225	3,806	325	222	30,716	606	183	410	382

APPENDIX 31.

Table showing by provinces to the expenditure on European education.

Province.	GOVERNMENT.						AIDED.						UNAIDED.				TOTAL.					
	Provincial revenue.	Municipal funds.	Fees.	Subscriptions.	Endowment and other sources.	Total.	Provincial revenue.	Municipal fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Municipal funds.	Fees.	All other sources. Private.	All other sources. Public.	Grand total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Madras	48,780	...	938	...	4	49,723	1,71,598	...	90,618	36,077	2,34,275	5,32,598	...	...	...	...	2,20,801	...	1,52,229	4,79,767	...	9,22,797
Bombay	...	...	...	...	...	...	2,24,936	820	1,86,353	61,382	2,00,906	6,74,407	...	...	...	...	2,24,936	820	1,86,353	2,55,458	6,940	6,74,407
Bengal	18,932	...	52,484	...	...	71,416	2,71,806	12,348	3,43,829	1,04,356	2,24,713	9,57,052	67,267	17,550	18,073	1,03,490	5,26,791	12,348	8,72,277	5,96,092	...	20,07,508
United Provinces	...	...	...	...	...	...	2,50,895	4,207	3,00,670	56,579	1,15,576	7,27,927	25,452	4,813	9,441	39,706	3,03,989	5,081	5,32,032	1,83,712	58,579	10,83,393
Punjab	21,180	...	6,274	...	29,306	56,760	1,44,143	...	79,521	3,752	29,507	2,56,923	...	...	...	...	2,30,690	...	2,56,502	1,36,962	1,06,883	7,30,037
Burma	18,640	...	5,289	...	...	23,929	1,28,473	2,160	1,20,455	11,397	63,263	3,25,748	...	...	...	...	1,78,119	2,160	2,92,943	83,916	...	5,57,138
Eastern Bengal and Assam	6,508	...	...	...	...	6,508	8,362	600	4,102	5,761	...	18,886	3,078	...	...	3,078	20,269	600	18,595	18,773	...	58,237
Central Provinces	...	...	...	...	...	...	92,684	3,220	32,652	12,325	74,680	2,15,562	23	...	519	542	92,684	3,220	32,675	87,525	...	2,16,104
TOTAL ...	1,14,040	...	64.985	...	29,310	2,08,335	12,92,897	23,355	11,58,290	2,91,639	9,42,921	37,09,102	96,420	22,363	28,633	1,47,416	18,68,279	24,229	23,43,606	18,41,205	1,72,302	62,49,621

APPENDIX 32.

Table showing provincial expenditure in 1911-12 and estimate for 1912-13 on European education in India.

Province.	Expenditure in the year 1911-12.			Estimate of expenditure for the year 1912-13.			Remarks.
	Recurring.	Capital.	Total.	Recurring.	Capital.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Madras	2,36,786	55,000	2,91,786	2,61,800	1,71,000	4,32,800	These figures do not include the recurring grants from Imperial funds amounting to Rs. 54,000 *per annum*, paid to the Lawrence Asylum Ootacamund.
Bombay	2,34,267*	58,825	2,93,092	2,40,350	65,000	3,05,350†	*Includes Rs. 7,455 from Imperial funds. †The allotment of Rs. 40,000 sanctioned for the education of the domiciled community out of the Durbar grant is not included in the expenditure for 1912-13.
Bengal	6,16,518	1,867	6,18,385	5,74,929	2,00,000	7,74,929‖	‖Includes Rs. 1,50,000 Imperial grant of 1911 and recurring Imperial grant of 1912 of Rs. 50,000.
United Provinces	2,87,665	1,36,450‡	4,24,115	3,51,649	1,07,500	4,59,149	‡Includes special allotment from the Imperial non-recurring grant of Rs. 15,91,000 during 1911-12.
Punjab	3,29,744	40,451	3,70,195	3,53,804	70,000	4,23,804	
urma	1,78,588	30,406	2,08,994	1,89,032	40,651	2,29,683	
Bihar and Orissa	47,053	.....	47,053	68,773	7,500	76,273	The figures for 1912-13 represent the Budget provision and are contingent on the sanction of Government. They are therefore only approximate.
Central Province	75,499	8,983	84,482	90,125	51,500§	1,41,625	§This appreciable increase is due to the provision under this head of Rs. 50,000 from the special non-recurring grant of 4 lakhs made to the Central Provinces Administration from Imperial revenues in March 1911.
As am	7,678	19,000	26,678	13,925	30,000	43,925	Full details of amounts actually spent in 1911-12 are not at present available, but figures given may be taken as correct. The Chief Commissioner has under consideration several proposals for the extension of facilities for the education of Europeans which will entail a considerable increase in the total expenditure shown for 1912-13.
Central India	2,706	.....	2,706	2,700	.....	2,700	
Hyderabad	14,571	.....	14,571	21,165	6,000	27,165	
Bangalore	77,507	25,982	1,03,489	77,870	26,000	1,03,870	
Ajmer-Merwara	4,290	.....	4,290	4,800	.....	4,800	
Rajputana	19,719	.....	19,719	19,954	.....	19,954	
Baluchistan	3,685	.....	3,685	4,840	18,000	22,840	
Total ...	21,36,276	3,76,964	25,13,240	22,75,716	7,93,151	30,68,867	

APPENDIX 33.

Statement showing certain information regarding schools for Europeans in the Madras Presidency.

Name of school.	Grade of schools.				Number of pupils.				Pupils in classes.			Income (exclusive of boarding fees).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	Teachers.						
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	Number of Indians included in the total.	In primary and infant classes	In middle classes	In high classes.	Government funds	Fees.	Endowments	Other sources.*	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.	Expenditure on salaries.
												Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.
SCHOOLS FOR GENERAL EDUCATION.																							
Government.																							
Breek's Memorial school, Ootacamund ...	...	...	...	1	24	...	24	...	17	6	1	9,977	938	...	4	10,919	455	1	...	2	1	4	7,920
Lawrence Asylum (Male branch), Ootacamund ...	...	...	...	1	282	...	282	...	172	83	27	20,368	...	...	...	20,368	72·2	...	1	6	14	21	15,630
Lawrence Asylum (Female branch), Ootacamund.	...	...	...	1	...	146	146	...	100	43	3	10,560	...	...	...	10,560	72·3	...	...	7	3	10	7,900
Total ...	...	...	...	3	306	146	452	...	289	132	31	40,905	938	...	4	41,847	...	1	1	15	18	35	31,519
Aided.																							
Rajahmundry Railway school	...	1	...	...	19	14	33	...	33	...	...	420	471	...	...	891	27·0	...	...	3	...	3	1,794
Gooty Railway school	...	1	...	...	20	17	37	...	37	...	...	610	277	...	833	1,720	46·5	...	...	1	2	3	1,242
Pudupet St. Antony's school	...	1	...	...	41	35	76	3	76	...	...	900	322	...	217	1,439	19·0	...	...	1	3	4	3,500
Royapettah St. George's Cathedral school ...	...	1	...	...	31	28	59	2	59	...	...	720	110	33	812	1,675	28·4	...	..	2	1	3	1,140
New Town St. Mathiah's school	...	1	...	...	38	26	64	...	64	...	...	1,820	10	149	993	2,972	46·5	...	...	3	1	4	1,770
Royapuram St. Mark's school	...	1	...	...	25	29	54	6	54	...	...	900	568	...	523	1,991	36·9	...	...	3	2	5	2,040
North Georgetown St. Francis Xavier's school ...	...	1	...	...	69	66	135	6	135	...	...	1,300	699	...	611	2,610	19·3	...	...	3	3	6	2,058
Fort Catholic school, Vizagapatam	...	1	...	...	...	47	47	6	47	...	...	600	509	...	...	1,109	23·6	...	...	1	4	5	2,280
St. Andrew's Poor school, Egmore	...	1	...	...	26	28	54	...	54	...	...	600	5	...	1,222	1,827	33·5	.	...	3	...	3	1,200
Union school, John Pereira's	...	1	...	...	19	22	41	...	41	...	...	450	316	268	276	1,310	31·9	...	...	...	2	2	720
Presentation Convent school, Georgetown ...	...	1	...	...	20	67	87	10	87	...	...	1,200	252	...	2,024	3,476	40·3	...	...	2	2	4	3,660
Friend-in-need Society school, Egmore ...	...	1	...	...	8	2	10	...	10	...	...	200	...	...	770	970	97·0	...	...	2	...	2	780
New School, Pallavaram	...	1	...	...	11	7	18	...	18	...	...	600	334	...	—13	921	51·2	...	...	1	1	2	780
St. John's Girls' school, Vellore	...	1	...	...	11	19	30	1	30	...	...	860	188	...	159	7	40·2	...	...	1	1	2	720

*Included excess expenditure met by the management.

Statement showing certain information regarding schools for Europeans in the Madras Presidency—contd.

Name of school.	Grade of schools.				Number of pupils.				Pupils in classes.			Income (exclusive of boarding fees).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	Number of Indians included in the total.	In primary and infant classes.	In middle classes.	In high classes.	Government funds.	Fees	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.	
Aided—contd.												Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.
South Indian Railway school, Negapatam ...	...	1	...	...	24	17	41	...	41	...	...	300	210	1,077	7	1,794	43·8	...	...	4	...	4	1,680
Do. do. Madura ...	...	1	...	...	31	31	62	...	62	...	...	1,040	174	...	1,583	2,797	45·1	...	...	1	2	3	1,320
Liardet Poor European school, Mettuchery ...	...	1	...	...	11	3	14	...	14	...	...	780	...	...	512	1,292	92·3	...	...	1	1	2	840
Eurasian Mixed school, Vypeen, Cochin ...	...	1	...	...	39	42	81	...	81	...	...	350	...	...	413	763	9·4	...	...	2	1	3	564
Holy Trinity Church school, Bellary... ...	...	...	1	...	15	11	29	4	24	5	...	1,000	541	134	417	2,092	72·1	...	...	1	2	3	2,040
St. Joseph's school, Bellary ...	...	...	1	...	88	1	89	2	67	22	...	1,744	2,121	...	3,931	7,796	87·6	...	...	8	...	8	7,596
Railway school, Raichur	...	...	1	...	17	12	29	3	22	7	...	500	335	...	2,999	3,834	132·2	...	...	4	...	4	2.516
Do. Guntakal ...	...	...	1	...	22	16	38	4	35	3	...	600	451	...	...	1,051	27·7	...	...	3	1	4	2,159
Do. Bitragunta ...	...	...	1	...	25	33	58	3	53	5	...	400	...	486	2,346	3,232	55·7	...	...	1	4	5	2,616
New Town Catholic Boys' school ...	...	...	1	...	55	...	55	5	33	22	...	1,356	618	...	739	2,713	49·3	...	...	4	...	4	1,980
Civil Orphan Asylum, Kilpauk ...	...	...	1	...	106	80	186	...	133	53	...	6,538	...	7,210	...	13.748	73·9	...	...	6	7	13	9,743
Christ Church Poor European school, Mount Road.	...	...	1	...	93	77	170	18	140	30	...	1,350	...	...	1,974	3,324	19·5	...	..	6	2	8	2,540
St. Peter's school, Royapuram ...	...	...	1	..	56	62	118	11	90	28	...	1,350	1.633	...	19,112	22,095	187·2	...	...	4	4	8	8,505
Georgetown St. Mark's Orphanage ...	...	...	1	...	39	24	63	...	53	10	...	1,190	..	...	754	1,944	30·8	...	...	1	4	5	1,928
St. Joseph's school, Perambur ...	...	...	1	...	42	34	76	2	65	11	...	800	528	...	973	2,301	30·3	...	...	3	4	7	1,720
Railway school, Perambur ...	...	...	1	...	54	44	98	1	82	16	...	2,466	742	...	1,767	4,975	50·8	...	...	4	5	9	4,560
Do. Arkonam ...	...	...	1	...	23	24	47	...	41	6	...	990	339	...	2,268	3,597	76·5	...	...	3	2	5	3,032
Do. Pakala ...	...	...	1	...	27	22	49	...	43	6	...	400	476	...	1,978	2,854	58 2	...	...	4	1	5	2.850
Do. Tanjore ...	...	...	1	...	19	15	34	...	33	1	...	420	181	...	421	1,022	30·0	...	...	...	3	3	1,020
St. Joseph's school, Trichinopoly ...	...	...	1	...	75	...	75	...	51	24	...	1,384	839	...	2,076	4,299	57·3	...	...	4	5	9	3,794
Railway school, Podanur	...	...	1	...	31	26	57	...	53	4	...	850	339	...	1,904	3,093	54·3	...	...	...	5	5	2,600
Do. Suramangalam ...	...	...	1	...	12	15	27	...	22	5	...	520	239	...	1,714	2,473	91·6	...	...	2	2	4	2,162
Do. Jalarpet	...	...	1	...	21	29	50	1	48	2	...	...	701	..	3,647	4,348	87·0	...	...	2	4	6	3,006

St. Agnes' Poor European school, Ootacamund	...	...	1	...	21	29	50	6	48	2	...	1,018	346	...	1,043	2,407	48·1	...	...	5	1	6	2,485
Avankadu Cordite Factory school	...	...	1	...	15	17	32	...	30	2	...	724	767	...	...	1,491	46·6	...	...	2	...	2	1,335
St. Michael's school, Cannanore	...	...	1	...	109	...	109	16	37	22	...	2,167	819	...	2,724	5,710	52·4	...	1	5	6	12	4,204
St. Joseph's school, Tellicherry	...	...	1	...	47	...	47	4	35	12	...	1,302	572	...	1,303	3,177	67·6	...	...	3	5	8	2,314
St. Joseph's Convent school, Cocanada	...	...	1	...	20	53	73	5	55	18	...	1,200	1,047	...	1,329	4,076	55·8	...	...	3	3	6	2,622
Atkinson English Day school, Bezwada	...	...	1	...	31	38	69	7	53	16	...	1,241	548	...	240	2,029	29·4	...	...	6	1	7	2,640
Presentation Convent school, Vepery	...	...	1	...	33	110	143	...	120	23	...	1,420	247	...	784	2,451	17·1	...	...	5	4	9	9,525
St. Mary's Orphanage	...	...	1	...	...	68	68	...	31	37	...	2,004	...	...	7,380	9,384	138·0	...	...	2	6	8	6,780
Royapettah Roman Catholic school	...	...	1	...	19	23	42	...	35	7	...	1,100	362	...	1,270	2,732	65·0	1	...	4	1	6	2,916
Wesleyan Mission school, St. Thomas' Mount	...	...	1	...	18	24	42	1	33	9	...	960	536	...	390	1,886	44·9	...	...	3	1	4	1,524
The Holy Apostles Convent school, St. Thomas' Mount.	...	...	1	...	11	26	37	1	25	12	...	700	428	...	1,847	2,975	80·4	...	...	3	3	6	2,700
South Indian Railway school, Villupuram	...	...	1	...	51	51	102	...	92	10	...	700	573	...	1,586	2,859	28·0	...	...	3	3	6	2,760
St. John's Vestry school, Trichinopoly	...	...	1	...	...	112	112	6	101	11	...	1,530	328	...	2,313	4,171	37·2	...	1	6	2	9	3,456
St. Joseph's Convent school, Trichinopoly	...	...	1	...	36	30	66	...	49	17	...	1,700	595	...	874	3,169	48·0	...	...	4	5	9	5,076
Holy Cross European school, Tuticorin	...	...	1	...	8	23	31	3	28	3	...	800	197	...	1,077	2,074	66·9	...	...	...	4	4	1,800
St. Joseph's European Convent, Coimbatore	...	...	1	...	11	54	65	7	56	9	...	1,800	302	...	...	2,102	32·3	...	...	8	2	10	4,248
St. Stephens' Collegiate school	...	...	1	...	13	31	44	1	31	13	...	1,750	1,366	...	998	4,114	93·5	...	...	3	2	5	3,480
St. Gabriel's Poor European school, Coonoor	...	...	1	...	16	41	57	1	51	6	...	750	123	...	755	1,628	28·6	...	..	2	5	7	2,256
St. Teresa's Convent school, Cannanore	...	...	1	...	...	84	84	8	67	17	...	2,125	1,029	...	3,255	6,409	76·3	..	...	6	5	11	5,820
European Convent school, Tangasseri	...	...	1	...	7	106	113	5	98	15	...	1,640	327	...	1,181	3,148	27·8	...	...	9	2	11	3,144
St. Aloysius High school, Vizagapatam	...	...	...	1	199	...	199	24	115	66	18	4,764	1,772	...	2,931	9,467	47·5	2	...	...	9	11	7,965
St. Mary's High School, Madras	...	...	...	...	1	100	...	100	5	14	58	28	3,671	2,584	...	7,101	13,356	133·6	3	1	1	4	9	11,761
St. Bede's High school, Madras	...	...	...	...	1	127	...	127	14	70	38	19	3,342	2,100	...	5,431	10,873	85·6	...	4	1	7	12	9,294
Doveton Protestant College, Madras	...	...	...	...	1	170	5	175	22	95	56	†24	9,772	6,354	8,236	763	25,125	143·6	1	3	6	4	14	19,222
Bishop Corrie's High school, Madras	...	...	...	...	1	112	49	161	19	91	55	15	7,684	3,271	4,352	928	16,235	100·8	1	1	2	7	11	11,244
St. Patrick's Orphanage, Adyar	...	...	...	...	1	112	...	112	...	65	42	5	5,086	...	...	11,097	16,183	144·5	..	..	2	7	9	12,312
Stane's High school, Coimbatore	...	...	...	...	1	65	73	138	12	81	48	9	4,968	3,935	...	5,908	14,811	107·3	1	...	8	5	14	11,358
St. Joseph's European Boarding Institution, Coonoor.	...	...	...	1	106	...	106	...	37	42	27	4,764	2,668	...	9,441	16,873	159·2	...	1	4	2	7	12,180
Stane's High school, Coonoor	...	...	...	...	1	33	25	58	3	26	27	5	2,522	2,660	290	4,269	9,741	167·9	...	...	6	4	10	5,436
St. Joseph's European High school, Calicut	...	...	...	...	1	148	...	148	8	91	34	13	3,284	2,574	500	5,916	12,274	82·9	...	3	11	2	16	9,072
St. Joseph's High school, Waltair	...	...	...	...	1	14	77	91	5	58	22	11	2,500	1,199	279	40	4,018	44·1	...	...	6	4	10	6,150
Timpany Memorial school, Cocanada	...	...	...	...	1	12	23	35	4	27	6	2	...	685	...	1,241	1,926	55·0	1	...	1	4	6	1,730
St. Philomena's High school, Bellary	...	...	...	...	1	16	130	146	14	92	40	14	3,950	3,436	...	5,706	13,092	89·6	2	...	2	11	15	12,795
Presentation Convent High school, Georgetow	...	...	...	1	...	133	133	11	71	47	15	4,000	4,342	...	16,307	24,649	185·3	...	2	5	7	14	17,500
Presentation Convent High school, Vepery	...	...	...	...	1	34	91	125	14	83	33	9	3,380	4,749	...	2,274	10,403	83·2	...	1	5	6	12	15,110

† Includes nine students studying in the Intermediate class.

Statement showing certain information regarding schools for Europeans in the Madras Presidency—concld.

Name of school.	Grade of schools.				Number of pupils.			Pupils in classes.				Income (exclusive of boarding fees).					Annual expenditure per pupil (exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	Number of Indians included in the total.	In primary and infant classes.	In middle classes.	In high classes.	Government funds.	Fees.	Endowments.	Other sources.*	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.	
Aided—concld.												Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.
St. Thomas' Convent High school, San Thome	...	...	...	1	46	110	156	20	133	21	2	2,918	1,562	...	2,127	6,607	42·4	...	1	7	4	12	5,655
Collegiate High school, Vepery	...	...	...	1	39	97	136	3	91	29	16	4,512	3,902	...	8,524	16,938	124·5	...	1	9	3	13	12,486
Doveton High school, Madras	...	...	...	1	29	109	138	17	99	28	11	5,235	3,346	4,118	3,022	15,721	113·9	1	1	7	4	13	11,576
Sacred Heart High school, Yercaud	...	...	...	1	13	21	34	...	25	6	3	900	1,355	2,454	...	4,709	138·5	...	...	1	5	6	3,360
Ootacamund Nazareth Convent High school	...	...	...	1	8	49	57	4	32	20	5	1,905	2,147	...	1,582	5,634	98·3	...	...	6	1	7	5,190
Coonoor St. Joseph's Convent High school	...	...	...	1	7	53	60	4	37	21	2	2,000	1,937	...	2,948	6,885	114·7	...	2	4	5	11	6,528
St. Joseph's Convent High school, Calicut	...	...	...	1	...	108	108	9	61	30	17	3,500	1,836	...	4,739	10,075	93·3	...	1	12	2	15	8,709
St. Mary's Convent High school, Cochin	...	...	...	1	14	143	157	19	131	16	10	2,300	1,471	..	8,363	12,134	77·3	...	2	7	4	13	7,370
Total	...	..	18	39	23	3,133	3,244	6,377	393	4,781	1,306	290	1,51,296	84,955	29,586	2,01,469	4,67,306	...	13	26	289	253	581	3,89,573
Schools for Special Education.																							
Aided.																							
St. Joseph's Girls' Industrial, Bellary	...	Advanced	...	...	...	103	103	10	..	...	...	256	77	...	1,107	1,440	Three technically qualified and one without degree or training.					4	...
Madras School of Music	...	Intermediate	...	...																			
		Elementary	...	...	15	55	70	10	...	..	...	858	5,128	...	737	6,723	Two trained in Europe and three technically qualified.					5	...
Total	...	...	...	...	...	15	158	173	20	..	...	..	1,114	5,205	...	1,844	8,163						9	...

APPENDIX 33

BOMBAY.

Statement showing certain information regarding schools

Name of School	Grade of Schools, Primary, Middle or High.	Number of Pupils.				Pupils in Classes.		
		Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary or Infant classes.	In Middle classes.	In High classes.
AIDED.								
HIGH SCHOOLS—EUROPEAN.								
For Boys.								
Cathedral High School	High ...	112	...	112	25	54	40	18
St. Mary's High School, Mazagaon	„ ...	295	...	295	36	148	110	37
Education Society's High School, Byculla	„ ...	198	...	198	12	99	80	19
John Cannon High School, Byculla	„ ...	100	68	168	24	95	38	35
Scottish High School, Byculla	„ ...	54	34	88	3	66	18	4
St. Peter's High School, Mazagaon	„ ...	44	28	72	11	59	11	2
Scottish Orphanage, Mahim	„ ...	34	31	65	...	45	18	2
Bishop's High School, Poona	„ ...	49	...	49	8	16	24	9
Boys' High School, Panchgani	„ ...	72	...	72	...	31	28	13
Abu High School	„ ...	77	...	77	2	32	29	16
Grammar School, Karachi	„ ...	63	52	115	10	68	36	11
Total	11	1,098	213	1,311	131	713	432	166
For Girls.								
Cathedral Girls' High School	High ...	35	106	141	24	100	31	10
Convent Clare Road, Byculla	„ ...	19	153	172	27	109	46	17
Convent High School, Fort	„ ...	39	137	176	30	127	36	13
Education Society's Girls' High School	„ ...	47	162	209	1	159	42	8
Convent High School, Poona	„ ...	3	172	175	27	120	49	6
St. Mary's High School, Poona	„ ...	26	85	111	2	70	25	16
St. Peter's High School, Khandala	„ ...	15	80	95	7	66	26	3
Taylor High School, Poona	„ ...	14	57	71	17	40	20	11
Girls' High School, Panchgani	„ ...	3	51	54	4	29	17	8
Convent High School, Panchgani	„ ...	24	56	80	16	53	22	5
Carried over ...	...	...	...	...	...	...	...	...

for Europeans in the Bombay Presidency.

Income (exclusive of Boarding fees).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.	Remarks.
Government funds.	Fees.	Endowment.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.						Rs.	
12,304	8,703	1,107	1,369	23,483	215 7 1	1	...	1	6	8	18,047	
6,825	9,051	...	4,272	20,148	68 1 1	...	...	13	1	14	19,206	
7,968	5,056	7,742	609	21,975	109 14 0	2	...	...	7	9	15,122	
6,236	9,925	...	2,820	18,981	117 14 4	2	...	6	2	10	14,737	
4,331	3,536	..	617	8,484	98 10 5	1	...	4	2	7	7,290	
1,810	1,868	...	5,422	9,100	135 13 2	2	...	3	...	5	8,600	
2,571	566	5,680	11,405	20,222	297 6 1	1	1	2	3	7	14,860	
6,213	3,607	698	347	10,865	217 4 10	1	...	...	8	9	8,231	
5,150	7,523	..	3,471	16,184	274 4 11	4	...	...	..	4	13,337	
6,000	20,440	...	5,360	31,800	383 2 1	1	...	1	3	5	11,040	
5,316	2,944	232	5,822	14,314	127 12 10	...	...	6	4	10	11,871	
64,764	73,819	15,459	41,514	1,95,556	151 7 7	15	1	36	36	88	1,42,341	
8,000	9,613	...	1,20	17,733	129 7 0	...	...	9	7	16	15,509	
4,200	6,320	...	2,443	12,973	807 9 3	...	1	6	8	15	11,735	
2,011	7,547	...	2,008	11,599	75 13 0	...	1	7	5	13	9,525	
4,693	5,108	6,531	609	17,241	85 5 7	1	...	7	3	11	11,033	
4,709	6,044	...	2,479	13,232	81 10 10	...	...	6	8	14	10,410	
4,068	6,600	...	...	10,668	96 1 9	1	...	3	6	10	9,062	
3,284	6,106	...	7,146	16,536	209 5 1	...	...	9	8	17	14,003	
1,293	4,076	...	2,689	8,058	115 1 10	3	...	...	5	8	6,214	
4,500	6,558	308	5,011	16,377	309 0 0	1	1	6	9	17	15,098	
1,000	2,754	...	4,653	8,398	115 0 8	...	...	2	7	9	6,670	
...	...	...	...	...	...	...	...	...	...	...	...	

Statement showing certain information regarding schools

Name of School.	Grade of Schools, Primary, Middle or High.	Number of pupils.				Pupils in Classes.		
		Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary or Infant classes.	In Middle classes.	In High classes.
Brought forward ...	...	...	...	...	...	...	...	...
Convent High School, Bandra	High ...	32	216	248	43	170	63	15
Convent High School, Karachi	„ ...	47	164	211	16	158	38	15
Total Girls ...	12	304	1,439	1,743	214	1,201	415	127
GRAND TOTAL BOYS AND GIRLS ...	23	1,402	1,652	3,054	31[illegible]	1,[illegible]14	847	293
ENGLISH TEACHING.								
FOR BOYS.								
St. Xavier's High School	High ...	1,449	...	1,449	1,407	785	452	212
Antonio De Silva's Dadar	„ ...	603	...	603	599	485	86	32
St. Vincent's High School	„ ...	307	...	307	283	146	77	84
St. Patrick's High School, Karachi	„ ...	344	...	344	289	222	76	46
Total Boys ...	4	2,703	...	2,703	2,578	1,638	691	374
FOR GIRLS.								
Girgaum Girls' High School	High ...	35	124	159	152	111	26	22
Convent High School, Parel	„ ...	6	88	94	68	67	22	5
Convent High School, Ahmedabad	„ ...	25	67	92	55	76	12	4
Frere Fletcher School, Fort	„ ...	10	115	125	115	81	26	18
Total Girls ...	4	76	394	470	390	335	86	49
GRAND TOTAL BOYS AND GIRLS ...	8	2,779	394	3,173	2,968	1,973	777	423
UNAIDED.								
ENGLISH TEACHING.								
For Boys.								
Jacob Sassoon Free High School	High ...	168	120	288	288	235	31	22
Grand Total High Schools... ...	32	4,349	2,166	6,515	3,601	4,122	1,655	738

for Europeans in the Bombay Presidency.

INCOME (EXCLUSIVE OF BOARDING FEES.)					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowment.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.						Rs.	
...	...	...	...	...	...	...	...	...	...	...		
7,000	7,236	...	8,976	23,212	98 5 8	1	...	2	16	19	16,740	
5,960	7,409	...	4,016	17,385	83 2 1	...	...	5	7	13	15,000	
50,751	75,672	6,839	40,150	1,73,412	105 5 8	7	3	62	89	161	1,41,025	
1,15,515	1,49,491	22,298	81,664	3,68,968	...	22	4	98	125	249	2,83,366	
10,000	52,238	...	...	62,238	46 3 10	...	9	...	37	46	55,944	
1,545	9,415	1,688	...	12,648	21 1 10	...	6	...	15	21	10,585	
2,344	10,426	...	2,740	15,510	53 10 8	...	...	6	8	14	14,742	
4,496	9,637	...	2,590	16,723	49 14 9	3	2	5	4	14	14,905	
18,385	81,716	1,688	5,330	1,07,119	41 11 2	3	17	11	64	95	96,176	
3,767	10,131	...	2,509	16,407	109 6 1	1	1	7	6	15	11,113	
800	3,214	...	7,653	11,667	144 0 7	...	...	...	9	9	8,540	
784	2,920	...	1,520	5,224	58 11 2	...	1	2	4	7	4,410	
...	...	...	...	...	...	...	...	...	8	8	14,464	
5,351	16,265	...	11,682	33,298	77 4 1	1	2	9	27	39	38,527	
23,736	97,981	1,688	17,012	1,40,417	...	4	19	20	91	134	1,20,239	
...	...	12,570	...	12,570	45 6 1	...	2	...	12	14	11,095	
1,39,251	2,47,472	36,556	98,676	5,21,955	...	26	25	118	228	397	4,14,670	

Statement showing certain information regarding schools

Name of School.	Grade of Schools, Primary, Middle or High.	Number of pupils.				Pupils in classes.		
		Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary or Infant classes.	In Middle classes.	In High classes.
Brought forward ...	.....	...	...	...	...	...	...	...
AIDED MIDDLE SCHOOLS.								
EUROPEAN.								
For Boys.								
Indo-British Institution	Middle ...	63	37	100	8	65	30	5
Great Indian Peninsula Railway School, Lanoli ...	„ ...	45	40	85	...	69	16	...
Great Indian Peninsula Railway School, Bhusawal ...	„ ...	33	28	61	3	53	8	...
Great Indian Peninsula Railway School, Igatpuri ...	„ ...	30	23	53	...	40	13	...
Abu Lawrence School	„ ...	49	41	90	...	61	21	8
Total Boys ...	5	220	169	389	11	288	88	13
For Girls.								
Anglo-Indian Home	Middle ...	14	51	65	...	52	13	...
Convent School, Igatpuri	„ ...	19	77	96	12	86	10	...
Anglo-Indian Camp School, Baroda	„ ...	4	6	10	1	8	2	...
Total Girls ...	3	37	134	171	13	146	25	...
GRAND TOTAL BOYS AND GIRLS ...	8	257	303	560	24	434	113	13
ENGLISH TEACHING.								
For Boys.								
St. Mary's School, Mazagaon	Middle ...	217	...	217	205	151	66	...
St. Teresa's School, Girgaum	„ ...	132	76	208	208	208	...	...
Ornella's School, Poona	„ ...	124	...	124	72	106	18	...
St. Joseph's School, Sholapur	„ ...	25	20	45	45	45	...	...
St. Joseph's School, Igatpuri	„ ...	51	...	51	51	50	1	...
Roman Catholic School, Bhusawal	„ ...	53	24	77	62	70	7	...
St. Stanislau's School, Bandra	„ ...	762	...	762	713	669	93	...
St. Mary's School, Hubli	„ ...	92	67	159	96	135	24	...
St. Paul's School, Belgaum	„ ...	183	...	183	176	164	17	2
Total Boys ...	9	1,639	187	1,826	1,628	1,598	226	2

for Europeans in the Bombay Presidency.

Income (exclusive of Boarding fees).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.	Remarks.
Government funds.	Fees.	Endowment.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. A. P. ...	...	...	...	...	...	Rs. ...	
3,217	738	2,000	3,849	9,805	114 0 0	...	1	...	5	6	7,844	
874	1,022	...	4,259	6,155	75 15 10	...	1	3	2	6	4,487	
1,200	606	...	4,298	6,104	101 11 9	...	...	...	5	5	4,481	
1,100	622	...	3,933	5,655	92 11 3	...	...	...	5	5	4,769	
...	6,777	...	25,656	32,433	360 5 10	...	...	1	5	6	8,220	
6,391	9,765	2,000	41,995	60,151	...	...	2	4	22	28	29,801	
1,000	211	...	4,828	6,039	87 8 4	...	...	3	7	10	4,682	
1,260	1,898	...	4,440	7,598	94 15 7	...	...	1	3	4	7,200	
840	746	...	2,118	3,704	264 9 2	...	...	...	3	3	2,345	
3,100	2,855	...	11,386	17,341	...	...	...	4	13	17	14,227	
9,491	12,620	2,000	53,381	77,492	...	...	2	8	35	45	44,028	
3,105	6,986	.	...	10,091	49 3 7	...	1	5	6	12	8,390	
1,002	3,477	300	970	5,749	29 15 1	...	1	3	4	8	4,209	
1,145	2,137	...	1,822	5,104	41 7 11	...	...	1	7	8	4,706	
400	475	...	921	1,796	40 13 1	...	...	1	2	3	1,545	
361	1,064	...	644	2,059	37 7 0	...	...	1	4	5	1,920	
750	1,673	...	426	2,849	34 11 11	...	...	1	5	6	2,460	
5,690	8,200	...	5,492	19,382	26 5 11	...	1	3	19	23	15,816	
965	2,108	...	9,470	12,543	80 14 9	...	1	3	5	9	11,197	
1,000	1,957	...	2,635	5,592	34 11 9	...	...	...	15	15	5,040	
14,418	28,067	300	22,380	65,165	...	...	4	18	67	89	55,283	

Statement showing certain information regarding schools

Name of School.	Grade of Schools, Primary, Middle or High.	Number of Pupils.				Pupils in classes.		
		Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary, or Infant classes.	In Middle classes.	In High classes.
Brought forward ...	...	...	...	...	...	...	...	...
FOR GIRLS.								
St. Joseph's School, Bhuleshwar	Middle ...	11	144	155	149	135	19	1
Convent School, Lower Mahim	,, ...	12	162	174	173	156	18	...
Bombay, Baroda and Central India Railway School, Ahmedabad.	,, ...	10	31	41	17	36	5	...
Convent School, Bandra	,, ...	4	614	618	586	552	66	...
Convent School, Belgaum	,, ...	10	101	111	87	98	10	3
St. Joseph's School, Dharwar	,, ...	25	35	60	28	52	8	...
Convent School, Karachi	,, ...	19	143	162	158	134	23	5
English Teaching School, Karwar	,, ...	...	46	46	46	46	...	...
Total Girls ...	8	91	1,276	1,367	1,244	1,209	149	9
GRAND TOTAL BOYS AND GIRLS ...	17	1,739	1,463	3,193	2,872	2,807	375	11
UNAIDED ENGLISH TEACHING.								
For Boys.								
Goan Union School, Dabul	Middle ...	417	...	417	86	314	76	27
GRAND TOTAL MIDDLE SCHOOLS ...	26	2,404	1,766	4,170	2,982	3,555	564	51
AIDED PRIMARY SCHOOLS.								
EUROPEAN.								
For Boys.								
Colaba School	Primary ...	25	11	36	...	36	...	...
European School, Kotri	,,	13	9	22	6	22	...	...
Total Boys ...	2	38	20	58	6	58	...	...
FOR GIRLS.								
Bombay, Baroda and Central India Railway School, Parel.	Primary ...	18	21	39	...	39	...	...
Pensioner's School, Poona	,,	13	23	36	...	36	...	...
Great Indian Peninsula Railway School, Sholapur ...	,,	12	26	38	1	38	...	...
European School, Manora	,,	7	11	18	...	18	...	...
Southern Mahratta Railway School, Hubli ...	,,	21	32	53	...	53	...	...
Carried over ...	...	..	...	...	...	...	...	...

for Europeans in the Bombay Presidency.

INCOME (EXCLUSIVE OF BOARDING FEES).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowment.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.						Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
1,161	2,545	...	4,163	7,869	55 6 8	...	...	3	7	10	5,805	
1,596	1,698	480	3,797	7,571	37 13 8	1	...	...	7	8	6,780	
765	975	50	1,028	2,818	59 15 4	...	...	2	2	4	2,542	
3,439	6,449	...	6,625	16,513	29 0 4	1	...	...	23	24	13,200	
1,000	1,576	...	2,385	4,961	43 14 5	...	...	1	8	9	4,740	
450	500	...	1,687	2,637	52 11 10	...	...	...	5	5	2,637	
1,592	3,088	...	1,090	2,770	41 3 5	...	...	...	7	7	4,755	
168	115	...	208	491	11 2 7	...	...	...	2	2	486	
10,171	16,946	530	20,983	48,630	...	2	...	6	61	69	40,945	
24,589	46,013	830	43,363	1,13,795	...	2	4	24	128	158	96,228	
...	6,120	4,200	...	10.320	26 5 3	...	2	...	9	11	6,300	
34,080	63,753	7,030	96,744	2,01,607	...	2	8	32	172	214	1,02,528	
723	927	...	836	2,486	67 3 0	...	...	1	2	3	1,785	
350	268	...	660	1,278	55 9 1	...	...	...	2	2	1,018	
1,073	1,195	...	1,496	3,764	...	..	...	1	4	5	2,803	
844	713	...	1,174	2,731	60 11 0	...	...	...	1	1	2,018	
787	505	613	1,171	3,076	75 5 0	...	...	1	2	3	2,640	
332	269	...	1,709	2,370	76 7 3	...	...	1	2	3	1,883	
390	803	...	40	1,233	82 3 2	...	...	1	...	1	861	
500	537	...	778	1,875	38 4 3	...	...	1	3	4	2,015	
...	...	...	...	...	...	...	...	...	...	...	...	

Statement showing certain information regarding schools

Name of School.	Grade of Schools, Primary, Middle or High.	Number of pupils.				Pupils in classes.		
		Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary or Infant classes.	In Middle classes.	In High classes.
Brought forward ...	...	...	...	...	...	...	...	...
For Girls.								
Nor h Western Railway School, Sukkar	Primary ...	9	13	22	...	20	2	...
St. Mary's School, Belgaum	„ ...	6	10	16	...	14	2	...
Total Girls ...	7	86	136	222	1	218	4	...
GRAND TOTAL FOR BOYS AND GIRLS ...	9	124	156	280	7	276	4	...
UNAIDED.								
For Boys.								
Great Indian Peninsula Railway School, Dhond ...	Primary ...	11	5	16	...	16	...	...
For Girls.								
Great Indian Peninsula Railway School, Parel ...	„ ...	7	20	27	...	27	...	...
Southern Mahratta Railway School, Castle Rock ...	„ ...	5	15	20	...	20	...	...
Total Unaided ...	3	23	40	63	...	63	...	...
GRAND TOTAL ...	12	147	196	343	7	339	4	...
ENGLISH TEACHING.								
For Boys.								
St. Joseph's School, Umarkhadi	Primary ...	61	47	108	97	108	...	...
Antonio De Souza's School, Mazagaon	„ ...	106	64	170	169	170	...	...
Roman Catholic School, Lanoli	„ ...	33	20	53	49	53	...	...
St. Anne's School, Ahmednagar	„ ...	23	9	32	32	32	...	...
St. John the Baptist School, Thana	„ ..	133	...	133	131	124	9	...
Total Boys ...	5	356	140	496	478	487	9	...
For Girls.								
St. Isabella's School, Mhatarpakdi	Primary ...	36	37	73	65	73	...	...
St. Anne's Poor School, Byculla	„ ...	31	78	109	89	1 8	1	...
St. Joseph's School, Mazagaon...	„ ...	23	106	129	113	129	...	...
St. Anne's School, Poona	„ ...	3	0	53	53	53	...	...

for Europeans in the Bombay Presidency.

INCOME (EXCLUSIVE OF BOARDING FEES).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowment.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.						Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
400	362	15	1,516	2,293	104 3 8	...	...	1	...	1	1,421	
600	321	...	987	1,908	146 12 4	...	...	...	2	2	1,440	
3,853	3,570	628	7,435	15,480	...	...	...	5	10	15	12,278	
4,926	4,765	628	8,931	19,250	...	...	...	6	14	20	15,081	
...	102	...	704	806	50 6 0	...	...	1	1	2	435	
...	199	...	1,536	1,735	61 15 5	...	...	1	1	2	1,185	
...	210	...	765	975	51 5 1	...	...	1	...	1	840	
...	511	...	3,005	3,516	...	...	...	3	2	5	2,460	
4,926	5,276	628	11,936	22,766	...	...	...	9	16	25	17,541	
600	906	...	733	2,279	25 5 2	...	...	...	4	4	1,608	
494	1,230	3,110	...	4,834	25 4 11	...	...	7	5	12	4,330	
240	366	...	685	1,291	26 5 7	...	...	...	3	3	948	
100	302	...	354	756	18 7 0	...	...	...	2	2	504	
400	1,117	...	733	2,250	19 3 8	...	...	...	6	6	1,990	
1,834	3,921	3,110	2,545	11,410	...	...	...	7	20	27	9,380	
350	680	...	346	1,376	18 13 7	...	...	...	3	3	759	
999	538	...	2,234	3,771	37 11 4	...	...	1	6	7	3,320	
936	420	...	1,830	3,186	23 15 8	...	...	2	5	7	2,580	
411	544	...	439	1,394	28 7 2	...	...	...	3	3	1,020	

Statement showing certain information regarding schools

Name of School.	Grade of Schools, Primary Middle or High.	Number of pupils.				Pupils in classes.		
		Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary or Infant classes.	In Middle classes.	In High classes.
Brought forward ...	... ...	...	...	...	...	...	...	...
English Teaching School, Thana	Primary ...	6	79	85	84	85	...	...
S. M. Railway School, Gadag	...	4	13	17	11	17	...	...
Total Girls ...	6	103	363	466	415	465	1	...
Grand Total Boys and Girls ...	11	459	503	962	893	952	10	...
UNAIDED.								
For Boys.								
St. Poinsur St. Francis D'Assissi Orphanage ...	...	62	...	62	21	62	...	...
Grand Total Primary Schools ...	24	668	699	1,367	921	1,353	14	...
Special Schools.								
TRAINING SCHOOLS FOR MISTRESSES.								
Girgaum Normal Class	...	...	8	8	...	...	...	...
Convent, Clare Road, Byculla	...	...	25	25	1	...	...	...
St. Mary's Normal Class, Poona	...	...	7	7	...	...	...	...
Convent Normal Class, Karachi	...	...	2	2	...	...	...	...
INDUSTRIAL AND TECHNICAL SCHOOLS.								
Young Men's Christian Association	...	22	...	22	...	...	...	...
COMMERCIAL SCHOOLS.								
Young Women's Christian Association	...	...	23	23	1	...	...	...
Other schools*	...	...	...	...	...	...	...	...
Total Special Schools ...	6	22	65	87	2	...	...	...
Grand Total of Public Institutions ...	88	7,443	4,696	12,139	7,480	9,030	2,233	789

* Under other schools there are 23 (22 aided and one unaided) classes for Drawing attended by 2,488 pupils, who are included in the numbers of the main schools to which they are attached while the expenditure being not included is shown separately.

for Europeans in the Bombay Presidency.

INCOME (EXCLUSIVE OF BOARDING FEES).					Annual expenditure per pupil (exclusive of expenditure on boarding of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowment.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.						Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	
400	884	...	76	1,360	18 6 1	...	...	...	3	3	875	
300	276	1,647	...	2,223	88 14 9	...	...	1	2	3	1,180	
3,396	3,342	1,647	4,925	13,310	...	...	...	4	22	26	9,734	
5,230	7,263	4,757	7,470	24,720	...	...	...	11	42	53	19,114	
...	100	...	5,400	5,500	112 3 11	...	...	4	...	4	2,820	
10,156	12,639	5,385	24,806	52,986	...	...	...	24	58	82	39,475	
1,016	300	...	1,415	2,731	546 3 2	2	...	1	..	3	2,105	
2,000	3,928	...	490	6,418	229 3 5	1	1	4	...	6	6,000	
900	385	...	667	1,952	325 5 4	...	...	2	...	2	1,800	
400	...	...	600	1,000	500 0 0	...	...	1	...	1	1,000	
5,000	2,204	...	646	7,850	356 13 1	...	...	...	...	*	758	
2,000	734	...	114	2,848	167 8 6	...	...	2	...	2	1,200	
2,216	437	...	509	3,162	1 5 1	...	...	...	...	...	...	
13,532	7,988	...	4,441	25,911	...	3	1	10	...	14	12,863	
1,97,019	3,31,852	48,971	2,24,667	8,02,509	...	31	34	184	458	707	5,69,563	

* Information not furnished by the Managers.

POONA;
11th June 1912.

(Sd.) O. H. T. DUDLEY,
Acting Inspector of European Schools, Bombay and Central Provinces.

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APPENDIX 33.

BENGAL.

Statement showing certain information regarding

Name of School.	Grade of School.	Number of Pupils.				Pupils in Classes.		
		Boys.	Girls.	Total.	Number of Indians included in the total.	In Infant and Primary classes.	In Middle classes.	In High classes.
GOVERNMENT SCHOOLS.								
1. Victoria Boys' School ...	Secondary.	191	...	191	...	105	80	6
2. Dow Hill School	Do.	...	122	122	...	57	62	3
Aided.								
1. Goethal's School, Kurseong ...	Do.	178	...	178	...	91	76	11
2. La Martinere (Boys) Calcutta ...	Higher Secondary.	238	...	238	...	110	107	21
3. St. Paul's School, Darjeeling ...	Do.	139	...	139	12	27	81	31
4. St. Joseph's School, Calcutta ...	Do.	387	...	387	43	183	166	38
5. La Martinere College (Girls) ...	Do.	...	135	135	...	75	43	17
6. Pratt Memorial School ...	Do.	31	161	192	25	124	54	14
7. Diocesan Girls' School ...	Do.	10	76	86	...	56	22	8
8. Loreto Convent, Darjeeling ...	Do.	28	97	125	...	86	34	5
9. Loreto House, Calcutta ...	Do.	43	249	292	31	179	74	39
10. St. Helen's Convent, Kurseong	Secondary.	21	96	117	...	76	29	12
11. Calcutta Girls' School ...	Higher Secondary.	29	184	213	2	155	51	7
12. Queen's Hill School, Darjeeling	Secondary	20	50	70	...	46	21	3
13. St. Patrick's School, Asansol ...	Do.	168	...	168	...	99	69	...
14. Calcutta Boys' School ...	Do.	158	3	161	26	117	44	...
15. Jewish Girls' School ...	Do.	75	72	147 (Jews and Jewesses.)	...	118	29	...
16. Welland Memorial School ...	Do.	77	67	144	18	96	48	...
17. St. Teresa's School	Do.	36	69	105	...	89	16	...
18. East Indian Railway School, Lilloah.	Elementary.	24	19	43	...	39	5	...
19. Bengal Northern Railway School, Kharagpur.	Higher Elementary.	79	76	155	3	128	27	...
20. St. Paul's Mission School ...	Do.	68	65	133	4	109	24	...
21. St. Thomas' School, Howrah ...	Elementary.	29	26	55	5	48	7	...
22. St. Aloysius' School, Howrah ... (Closed from 31st December).	Do.	49	...	49	1	39	10	...
23. Catholic Male Orphanage ...	Higher Elementary.	305	...	305	14	234	71	...
24. Calcutta Free School (Boys' Department).	Do.	230	...	230	...	163	67	...
25. St. Joseph's Free School, Calcutta.	Do.	262	...	262	6	201	61	...
Carried over ...		...	...	...	...	...	...	...

schools for Europeans in the Bengal Presidency.

Income (exclusive of boarding charges).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.	Remarks.
Government funds.	Fees.	Endowments.	Other funds.	Total.		With B. A. or higher degree of European or American University.	With B. A. or higher degree of Indian University.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.	
47,528	30,409	...	45	77,982	191	1	2	...	9	12	32,855	
33,093	22,551	...	...	55,644	227	...	1	2	11	14	24,366	
6,985	3,893	...	36,670	47,548	253	...	...	...	15	15	10,331	Of 15 teachers 7 are Christian Brothers who claim to be trained.
12,325	22,162	34,101	1,251	69,839	277	2	1	2	7	12	49,406	
40,000	31,390	...	1,141	72,531	426	6	...	...	2	8	50,052	
13,326	21,139	...	3,638	38,103	98	...	1	...	18	19	18,086	Of 18 teachers 11 are Christian Brothers.
8,217	9,002	23,402	203	40,824	283	2	...	1	10	13	28,516	
8,814	15,317	...	113	24,244	119	1	2	1	12	16	19,311	2 teachers are Sisters (Protestant order).
7,054	23,538	...	2,498	33,090	312	1	...	3	11	15	25,958	3 teachers are Sisters (Protestant order).
4,873	30,247	...	3,525	38,645	300	1	...	3	16	20	15,124	15 teachers are Nuns.
8,219	20,897	...	14,325	43,441	135	2	...	3	13	18	17,792	12 teachers are Nuns.
5,395	16,127	...	1,038	22,560	160	...	1	...	14	15	7,605	9 teachers are Nuns.
5,007	17,465	3,964	...	27,336	125	2	...	1	7	10	13,028	
3,573	14,702	12,112	...	30,387	393	1	...	4	8	13	16,354	
6,897	11,689	...	9,553	28,139	154	...	...	...	11	11	11,741	8 teachers are Christian Brothers.
4,972	10,109	1,785	8,964	25,830	134	2	2	...	9	13	20,272	
5,172	5,278	...	8,859	19,309	131	...	1	1	7	9	11,811	
9,948	8,006	...	3,035	20,989	129	1	2	...	8	11	17,431	
3,245	7,545	...	1,902	12,692	118	...	...	...	8	8	8,666	6 teachers are Nuns.
638	1,380	...	1,325	3,343	78	...	...	...	3	3	2,309	
3,783	4,910	...	2,587	11,280	70	...	...	2	9	11	10,123	
3,585	1,282	4,089	2,400	11,356	86	...	...	3	8	11	9,158	
1,160	1,676	1,294	1,344	5,474	99	...	...	2	2	4	3,289	
1,952	860	...	264	3,076	63	...	...	...	2	2	2,556	These two teachers are Christian Brothers.
5,197	1,950	2,462	23,146	32,764	102	...	...	...	11	11	14,986	Five teachers are Christian Brothers.
5,975	9,671	11,968	6,437	34,051	144	...	...	...	10	10	23,972	
4,345	...	...	10,218	14,563	55	...	...	...	10	10	7,319	Three teachers are Christian Brothers.
...	...	...	...	...	...	...	...	...	...	...	...	

Statement showing certain information regarding

Name of School.	Grade of School.	Number of Pupils.				Pupils in Classes.		
		Boys	Girls.	Total.	Number of Indians included in the total.	In Infant and Primary classes.	In Middle classes.	In High classes.
Brought forward ...	...	...	...	...	...	...	...	...
26. Bourdillon School, Kalimpong...	Elementary.	190	117	307	...	250	57	...
27. Loreto Day School, Dharmtolla	Do.	49	181	230	35	188	42	...
28. Loreto Day School, Sealdah ...	Do.	37	116	153	4	138	15	...
29. Loreto Day School, Bow Bazar	Do.	44	109	153	22	130	23	...
30. Calcutta Free School (Girls' Department).	Do.	...	175	175	...	116	59	...
31. Loreto Free School, Dharmtolla	Elementary.	40	96	136	6	132	4	...
32. Loreto Free School, Bow Bazar	Do.	56	129	185	7	180	5	...
33 St. Anthony School, Calcutta...	Do.	33	42	75	...	69	6	...
34. St. Agnes's School, Howrah	Higher Elementary.	31	79	110	11	100	10	...
35. Loreto Boarding School (Entally).	Do.	4	83	87	1	63	24	...
36. Loreto Orphanage (Entally) ...	Elementary.	...	325	325	...	287	38	...
37. Loreto Convent, Asansol ...	Higher Elementary.	11	109	120	2	90	30	...
38. St. James' School, Calcutta ...	Elementary.	52	46	98	11	98	...	...
39. Railway Intermediate School (Kharagpur).	Do.	21	20	41	6	41	...	...
40. Railway School, Asansol ...	Do.	14	21	35	...	35	...	...
41. Wesleyan Preparatory School, Calcutta.	Do.	9	10	19	...	19	...	...
42. Goldsmith Free Day School, Calcutta.	Do.	73	87	160	15	160	...	...
43. Railway School, Chitpur ...	Do.	15	18	33	...	33	...	...
44. Loreto Free School, Sealdah ...	Do.	31	34	65	...	65	...	...
45. St. Paul's Nursery School, Kidderpur.	Do.	92	...	92	...	92	...	...
46. Railway School, Bandel ...	Do.	12	8	20	...	20	...	...
47. Christian Girls' School, Chinsura	Do.	1	2	3	...	3	...	...
48. St. Elizabeth School, Howrah ...	Do.	29	30	59	...	59	...	...
49. Railway School, Ondal ...	Do.	6	8	14	...	14	...	...
50. St. Gregory's School, Dacca ...	Middle.	62	56	118	11	90	28	...
51. St. Placid, Chittagong ...	Do.	76	...	76	7	70	6	...
52. Saidpur European Day School...	Do.	25	17	42	...	38	4	...
53. St. Scholastics, Chittagong ...	Do.	...	113	113	6	93	20	...
Unaided.								
1. Armenian College ...	Higher Elementary.	98	...	98	...	48	40	10
2. St. Joseph's College, Darjeeling	Higher Secondary.	192	...	192	...	70	82	40
3. St. Xavier's College, Calcutta ...	Do.	378	...	378	69	181	153	44
4. Convent of the Immaculate Conception, Chandernagore.	Higher Elementary.	14	44	58	4	38	17	3
Total ...	...	4,570	3,642	8,212	407	5,858	2,041	312

schools for Europeans in the Bengal Presidency—concld.

INCOME (EXCLUSIVE OF BOARDING CHARGES).					Annual expenditure per pupil exclusive of expenditure on buildings of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowments.	Other sources.	Total		With B. A. or higher degree of European or American University.	With B. A. or higher degree of an Indian University.	Without degree but trained.	Without degree or training.	Total		
Rs.	Rs.	Rs.	Rs.	Rs	Rs.						Rs.	
...	...	...	..	...	...	..	...	...	...	..	...	
14,736	17,201	2,360	38,776	73,073	226	...	...	2	12	14	35,517	
3,718	11,197	...	1,583	16,501	90	...	1	..	14	15	7,723	Two are Nuns.
2,183	7,123	...	983	10,289	62	...	..	...	10	10	5,118	Ditto.
2,579	5,333	...	1,170	9,081	59	...	...	1	8	9	4,586	Three are Nuns.
5,221	6,247	11,794	6,337	29,599	163	...	...	1	13	14	18,815	
1,529	...	...	1,175	2,704	20	...	...	...	6	6	2,406	One is a Nun.
2,359	...	...	2,758	5,117	27	..	...	...	8	8	2,967	Ditto.
1,606	1,539	...	3,679	6,824	91	...	1	...	7	8	3,016	
1,694	6,496	...	1,816	10,006	65	...	...	...	6	6	5,325	Five are Nuns.
2,541	9,212	...	2,658	14,411	120	...	...	1	12	13	9,000	Seven are Nuns.
5,775	9,376	...	8,878	24,029	66	...	...	...	15	15	7,052	Nine are Nuns.
2,442	6,150	...	8,443	17,035	130	...	1	...	10	11	7,845	Seven are Nuns.
1,276	1,192	...	1,001	3,469	34	...	...	...	6	6	3,508	
858	576	...	1,439	2,873	70	...	...	...	3	3	2,207	
918	1,276	...	1,557	3,751	107	...	...	...	3	3	3,133	
566	1,062	...	341	1,969	104	...	...	...	2	2	1,053	
2,359	...	...	5,506	7,865	45	...	...	...	7	7	6,120	
737	1,001	...	6,671	8,409	76	...	...	...	2	2	2,337	
825	...	...	1,523	2,348	56	...	...	...	3	3	966	One is a Nun.
1,276	857	...	1,042	3,175	36	...	...	...	3	3	1,607	Two are Nuns.
...	468	...	502	970	49	...	...	...	1	1	845	
627	...	...	...	627	2 9	.	...	..	1	1	627	
946	...	...	2,102	3,048	51	...	...	...	2	2	1,704	Two are Nuns.
165	466	..	562	1,193	85	...	...	...	1	1	1,021	
4,603	4,104	...	5,131	13,838	117	3	...	5	10	18	4,582	
1,318	805	...	2,802	4 925	64	1	...	...	7	8	3,020	
775	1,488	...	2,142	4,405	104	...	...	2	1	3	2,851	
3,013	1,394	...	9,412	13,819	122	...	...	3	5	8	621	
...	11,019	4,428	9,762	27,209	214	1	1	1	7	10	18,713	
...	27,022	...	18,252	45,274	202	1	...	...	15	16	13 713	Eleven teachers are Jesuits.
...	34,301	...	20,000	591	151	...	1	...	14	15	8,211	Ten teachers are Jesuits.
...	5,656	...	1,207	7,163	116	...	...	...	11	11	5,002	Nine are Nuns.
3,28,823	5,10,005	1,15,759	3,15,093	12,73,710	...	25	18	41	476	563	6,63,758	

H. A. STARK,
Inspector of European Schools, Bengal.
G. W. KUCHLER,
Director of Public Instruction, Bengal.

The 8th July 1912.

APPENDIX 33.

UNITED PROVINCES.

Statement showing certain information regarding

Name of School.	Grade of Schools.				Number of Pupils.				Pupils in classes.		
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	Number of Indians included in the total.	In primary and infant classes.	In middle classes.	In high classes.
1.—Government Schools.											
2.—Aided Schools.											
St. Joseph's College, Naini Tal ...	...	...	...	1	183	...	183	3	64	75	44
Diocesan Boys' School, Naini Tal ...	...	...	...	1	119	...	119	...	52	48	19
Philander Smith College, Naini Tal ...	...	...	...	1	134	...	134	4	56	51	27
St. Mary's Convent School, Naini Tal ...	...	...	...	1	3	52	55	...	22	22	11
All Saints' Diocesan College, Naini Tal	...	...	...	1	5	110	115	...	50	44	21
Wellesley Girls' High School, Naini Tal	...	...	...	1	4	94	98	5	36	44	18
Oak Grove School, Mussooree ...	...	...	...	1	223	136	359	...	149	159	51
St. Fidelis' School, Mussooree ...	...	...	...	1	183	...	183	1	111	57	15
St. George's College, Mussooree ...	...	...	...	1	125	...	125	14	33	55	37
Woodstock College, Mussooree ...	...	...	...	1	12	69	81	13	29	38	14
Caineville School, Mussooree ...	...	...	...	1	...	59	59	...	32	18	9
Wynberg Orphanage, Mussooree ...	...	...	...	1	14	33	47	...	44	3	...
Convent High School, Mussooree ...	...	...	...	1	1	59	60	1	29	23	3
Boys' High School, Allahabad ...	...	...	...	1	111	...	111	13	37	42	32
Girls' High School, Allahabad ...	...	...	...	1	34	117	151	21	104	40	7
St. Mary's Convent High School, Allahabad.	...	...	...	1	27	85	112	16	88	20	4
St. Joseph's High School, Allahabad ...	...	...	...	1	95	...	95	8	44	39	12
La Martiniere College, Lucknow ...	...	...	...	1	169	...	169	...	25	89	55
La Martiniere College for Girls, Lucknow	...	...	...	1	16	57	73	...	42	23	8
Loreto Convent, Lucknow	...	...	...	1	31	62	93	11	67	20	6
St. Paul's and St. Peter's, Agra ...	...	...	...	2	209	...	209	7	132	64	13
St. Patrick's, Agra	...	...	...	1	...	174	174	...	133	40	1
St. Aloysius, Agra	...	...	...	1	6	45	51	4	37	13	
Girls' High School, Cawnpore ...	...	...	...	1	45	87	132	13	86	33	13
St. Joseph's Day School, Dehra Dun ...	...	...	...	1	5	23	28	...	24	...	
Church of England Orphanage, Mussooree	...	...	1	...	8	33	41	...	31	10	...
St. George's School, Agra	...	...	1	...	31	30	61	...	43	18	...
Colvin Free School, Allahabad ...	...	...	1	...	110	61	171	...	124	47	...
St. Francis' School, Lucknow ...	...	...	1	...	95	...	95	12	65	30	...
St. Agnes' School, Lucknow ...	...	...	1	...	38	63	101	16	83	18	...
MacConaghey Free School, Lucknow ...	...	...	1	...	60	41	101	...	90	11	...
St. Francis' Convent School, Jhansi ...	...	...	1	...	10	28	38	4	38	...	...
Railway School, Gorakhpur ...	...	...	1	...	23	25	48	...	47	1	...
St. Mary's Convent, Cawnpore ...	...	...	1	...	25	40	65	9	50	15	...
St. John's School, Meerut	...	...	1	...	16	20	36	...	32	4	...
Railway School, Jhansi	...	...	1	...	43	31	74	...	61	13	...
Carried over ...	...	...	...	...	...	...	...	.....	.....	.....	.....

schools for Europeans in the United Provinces.

INCOME (EXCLUSIVE OF BOARDING FEES).					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.	
16,674	7,830	...	...	24,504	295	...	...	11	3	14	28,374	
31,406	14,069	3,801	...	49,276	335	3	...	5	2	10	26,715	
8,163	10,633	9,705	...	28,501	279	1	4	4	2	11	26,613	
10,071	8,061	3,462	...	21,594	226	...	...	3	6	9	7,437	
21,606	18,103	1,915	...	41,624	319	1	...	6	2	9	30,016	
11,600	8,529	...	32	20,161	294	2	...	8	6	16	19,733	
14,186	24,133	7,000	10,120	55,439	219	2	...	13	3	18	53,383	Divided into three departments, *viz.*, boys and girls and junior schools.
14,512	5,524	...	8,429	28,465	113	...	...	3	9	12	16,038	
5,582	10,254	...	...	15,836	213	1	...	1	8	10	15,244	
12,642	12,188	26,007	5,224	56,061	328	7	...	6	4	17	28,971	
9,539	7,227	...	...	16,766	330	...	1	5	6	12	16,166	
4,575	2,148	8,050	1,254	16,027	296	...	...	3	3	6	9,586	
4,094	4,363	857	...	9,314	299	1	...	1	6	8	14,974	
29,384	9,755	953	5,305	45,397	310	1	1	6	1	9	25,070	
8,948	8,897	3,937	417	22,199	224	1	...	5	8	14	17,596	
3,731	4,923	7,905	706	17,265	118	...	...	4	3	7	9,641	
7,659	4,126	...	2,280	14,065	107	1	...	6	...	7	8,391	
32,786	7,709	24,313	...	64,808	462	4	...	1	5	10	53,364	
7,500	3,228	1,422	...	12,150	244	1	...	2	5	8	13,177	
2,571	4,414	...	1,194	8,179	93	1	...	...	7	8	3,285	
14,217	3,089	4,007	2,210	23,523	105	1	1	1	7	10	17,940	Two institutions under one and the same management.
6,525	1,210	...	4,115	11,850	128	...	...	1	11	12	7,976	
2,134	1,028	...	1,795	4,957	179	...	...	...	8	8	8,820	
9,894	4,450	...	585	14,929	178	1	1	6	...	8	9,906	
1,475	2,401	1,905	...	5,781	189	1	...	...	6	7	4,218	
1,463	141	4,685	10,496	16,785	232	...	...	3	3	6	4,462	
75 1	3,011	941	1,394	15,097	119	...	...	2	3	5	5,726	
19,929	570	222	7,777	28,498	188	...	...	5	4	9	18,034	
4,177	1,146	2,214	2,531	10,068	107	...	...	2	6	8	8,130	
2,206	1,259	306	1,685	5,456	40	...	...	...	5	5	1,652	
4,260	667	1,112	987	7,026	97	...	...	5	2	7	5,061	
858	1,087	...	1,106	3,051	50	...	...	...	3	3	920	
1,479	922	195	1,690	4,286	83	...	...		1	3	2,554	
2,058	6,551	...	1,787	10,396	181	...	...	1	4	5	6,071	
1,214	957	958	976	4,105	104	...	...	1	3	4	2,467	
2,729	961	...	3,545	7,235	121	...	...	4	1	5	5,750	
...	...	...	...	...	...	...	...	...	...	...	...	

Statement showing certain information regarding

NAME OF SCHOOL.	GRADE OF SCHOOLS.				NUMBER OF PUPILS.				PUPILS IN CLASSES.		
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	Number of Indians included in the total.	In primary and infant classes.	In middle classes.	In high classes.
Brought forward ...	...	...	...	...	...	...	...	.....	.....	.....	.....
1. Government Schools—concld.											
2. Aided Schools—concld.											
St. Mary's Convent Free School, Allahabad.	...	1	...	...	21	51	72	4	72	...	...
Railway School, Allahabad	...	1	...	...	21	20	41	...	41	...	...
Railway School, Cawnpore	...	1	...	...	13	18	31	...	31	...	...
Railway School, Moradabad ...	...	1	...	...	25	21	46	5	46	...	...
Railway School, Saharanpur ...	...	1	...	...	18	15	33	...	33	...	...
Railway School, Moghal Serai ...	...	1	...	...	9	6	15	...	15	...	...
Railway School, Tundla	...	1	...	...	25	18	43	...	43	...	...
Railway School, Ghaziabad	...	1	...	...	13	14	27	...	27	...	...
Total ...	...	8	11	26	2,358	1,797	4,155	184	2,498	1227	430
Railway Night School, Lucknow ...	1	Spe	ci	al	26	...	26	...	26	} Apprentices.	{
Railway Night School, Jhansi ...	1	Sch	oo	ls	17	...	17	...	17		
Total Special ...	2	...	...	...	43	...	43	...	43	Apprentices.	
Total Aided ...	2 Special	8	11	26	2,401	1,797	4,198	184	2,498 +43	1,227 Apprentices.	430
3.—Unaided Schools.											
Petersfield School, Naini Tal ...	...	...	...	1	6	15	21	3	14	7	...
Modern School, Mussooree	...	...	...	1	51	8	59	2	36	22	1
Hampton Court, Mussooree	...	...	...	1	10	42	52	...	34	14	4
Sunny Bank, Mussooree	...	...	...	1	51	22	73	...	50	18	5
Woodlands, Mussooree	...	...	1	...	18	...	18	...	7	11	...
St. Joseph's, Meerut	...	...	1	...	8	21	29	4	25	4	...
Railway School, Aligarh	...	1	...	...	7	6	13	...	13	...	...
Railway School, Mirzapore	...	1	...	...	13	2	15	...	15	...	...
Total Unaided ...	...	2	2	4	164	116	280	9	194	76	10
GRAND TOTAL ...	Special 2	10	13	30	2,565	1,913	4,478	193	2,692 +43	1,303 Apprentices.	440

schools for Europeans in the United Provinces.—concld.

INCOME (EXCLUSIVE OF BOARDING FEES.)					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	TEACHERS.					Expenditure on salaries.	REMARKS.
Government funds.	Fees.	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	...	...	...	...	...	Rs.	
1,935	...	314	1,719	3,968	53	...	...	1	4	5	.....	The school is conducted by members of religious order who take no pay.
792	735	...	1,268	2,795	100	...	...	1	2	3	2,118	
435	861	...	851	2,147	108	...	...	1	1	2	1,373	
638	979	...	875	2,492	101	...	...	...	3	3	2,364	
1,020	977	...	2,645	4,642	130	...	...	1	2	3	3,351	
407	480	...	798	1,685	130	...	...	...	2	2	1,408	
913	946	129	1,433	3,421	68	...	...	...	3	3	2,452	
671	900	...	1,255	2,826	160	...	...	...	3	3	2,388	
3,48,409	2,11,442	1,16,315	88,484	7,64,650	...	30	8	130	176	344	5,49,520	
370	178	...	391	939	40	...	...	...	1	1	867	
210	...	...	463	673	35	...	...	1	...	1	521	
580	178	...	854	1,612	...	...	...	1	1	2	1,388	
3,48,989	2,11,620	1,16,315	89,338	7,66,262	...	30	8	131	177	316	5,50,908	
...	5,040	...	...	5,040	180	...	...	3	1	4	3,180	
...	5,520	...	...	5,520	115	1	1	3	...	5	4,860	
...	7,320	...	...	7,320	138	1	1	1	5	8	6,540	
160	4,752	...	...	4,912	71	...	...	...	8	8	4,740	
220	2,987	419	...	3,626	104	...	...	...	5	5	3,480	
...	721	...	...	721	91	...	...	1	4	5	720	
...	493	...	559	1,052	96	...	...	1	...	1	600	
...	163	...	696	859	95	...	...	...	1	1	600	
380	26,996	419	1,255	29,050	...	2	2	9	24	37	24,720	
3,49,369	2,38,616	1,16,734	90,593	7,95,312	...	32	10	140	201	383	5,75,628	

211DofE

C. F. DE LA FOSSE, M. A.,

Director of Public Instruction, United Provinces.

APPENDIX 33.

PUNJAB.

APPENDIX 33.

Statement showing certain information regarding

Name of School.*	GRADE OF SCHOOLS.				NUMBER OF PUPILS.				PUPILS IN CLASSES.		
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary and Infant classes.	In Middle classes.	In High classes.
1	2	3	4	5	6	7	8	9	10	11	12
GOVERNMENT.											
Lawrence Military Asylum, Sanawar (Boys')	...	...	...	1	280	...	280	...	137	124	19
Lawrence Military Asylum, Sanawar (Girls').	...	...	...	1	...	224	224	...	133	67	24
Total ...	...	...	...	2	280	224	504	...	270	191	43
AIDED.											
Bishop Cotton School, Simla ...	...	...	...	1	112	...	112	...	29	55	28
Auckland House School, Simla ...	...	...	...	1	2	58	60	..	30	24	6
Ayrcliff High School, Simla ...	...	...	...	1	7	42	49	...	23	19	7
Convent Boarding School, Simla ...	...	..	...	1	4	91	95	7	47	35	13
St. Francis School, Simla ...	...	...	1	...	...	134	134	...	79	55	...
Christ Church School, Simla ..	...	...	1	...	53	18	71	2	55	16	...
Loreto Convent School, Simla ...	...	...	...	1	28	63	91	1	55	27	9
Mayo Industrial School, Simla ...	...	...	1	...	...	61	61	...	41	20	...
St Martin's School, Simla ...	...	1	...	...	7	7	14	...	14	...	...
Lawrence Memorial School Murree (Boys').	...	...	...	1	141	...	141	...	83	48	10
Lawrence Memorial School. Murree (Girls').	...	...	...	1	...	61	61	...	34	23	4
St. Dony's Girls' School, Murree .	...	...	...	1	1	34	35	...	19	12	4
Convent High School, Murree ...	...	...	...	1	...	115	115	1	65	41	9
Ditto, Dalhousie ...	...	...	1	...	6	21	27	...	15	12	...
St. Anthony's High School Lahore.	...	..	...	1	140	...	140	20	93	39	8
Boys' High School, Lahore ...	...	...	...	1	42	4	46	6	22	14	10
Girls' d tto ...	...	...	...	1	...	106	106	11	79	17	10
Boys' Orphanage School, Lahore .	...	...	1	...	57	2	59	...	34	25	...
Girls' ditto ...	...	...	1	...	1	39	40	...	32	8	...
Railway Night School, Lahore ...	...	...	1	...	35	...	35	...	...	35	...
,, Day ditto ...	...	1	...	...	44	34	78	...	78	...	...
Convent School, Lahore ...	...	...	1	...	6	95	101	13	80	21	...
Ditto Sialkot ...	...	...	1	...	8	48	56	3	39	17	...
Ditto Rawalpindi ...	...	...	1	...	25	56	81	6	79	2	...
Station School, Rawalpindi ...	...	...	1	...	14	12	26	...	26	...	...
Convent School, Multan ...	...	...	1	...	40	64	104	9	85	19	...
Station School, Multan ...	...	...	1	...	9	21	30	3	24	6	...
Ditto Ambala ...	...	1	...	...	13	3	16	...	16	..	...
Railway School, Sirsa ...	...	1	...	...	9	6	15	1	15	...	...
Station School, Delhi ...	...	1	...	...	7	12	19	3	19	...	...
Ditto Ferozepore ...	...	1	...	...	6	11	17	...	17	...	...
Total ...	...	6	13	12	817	1,218	2,035	86	1,327	590	118
GRAND TOTAL ...	...	6	13	14	1,097	1,442	2,539	86	1,597	781	161

* The information is requested for each school separately ; but it will be convenient if the

schools for Europeans in the Punjab.

Income (exclusive of Boarding fees).							Annual expenditure per pupil, exclusive of expenditure on boarding of pupils.	Teachers.						Remarks
Government funds.	Fees.	Diocesan Board of Education.	Subscriptions.	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.	Expenditure on salaries.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1 ,469	3,113	...	...	...	...	19,582	70	1	...	6	3	10	1,172	
10,665	3,113	...	...	...	...	13,778	61	...	...	5	2	7	767	
27,134	6,226	...	...	...	...	33,360	131	1	...	11	5	17	1 ,939	
12,000	15.242	...	...	3,445	...	30,687	327	5	...	3	...	8	1,890	
5,0.0	16,780	7	...	...	18	21,879	166	3	...	3	2	8	8'0	
5,2'7	5,183	...	...	...	...	10,440	345	...	...	5	2	7	823	
4,295	7,950	...	...	...	...	12,245	60	...	...	5	4	9	215	
4,203	5,'93	...	2,183	...	917	12,901	43	...	...	6	3	9	215	
5,140	5,067	...	...	...	...	10,207	143	...	...	5	1	6	78)	
5,336	6,204	...	...	...	...	11,540	114	...	...	6	7	13	650	
3,819	1,704	...	10,167	550	...	16,240	116	...	...	3	3	6	400	
492	665	...	...	...	...	1,157	205	...	...	...	2	2	240	
8,641	5,2'0	...	483	3,997	9,845	28,229	143	...	...	5	...	5	710	
4,167	2,630	...	243	1,993	4,922	13,960	104	...	...	5	...	5	460	
5,521	4,963	21	...	...	73	10,583	195	1	1	4	2	8	1,097	
6,148	2,629	...	...	...	...	8,777	72	...	...	8	8	16	420	
1,455	2,195	...	...	...	...	3,650	100	...	...	1	4	5	100	
4,929	4,488	...	...	...	876	10,293	83	...	...	4	3	7	1,005	
4,'23	4 011	...	...	952	...	9,086	183	...	1	1	2	4	585	
6,035	5,776	...	..	...	...	11,'71	61	3	...	3	2	8	5'0	
2,991	538	...	754	...	144	4,427	103	...	...	4	...	4	633	
2,783	44	...	297	...	144	3,268	112	...	...	4	...	4	365	
551	8	...	...	...	1,750	2,309	50	...	...	3	1	4	110	
2,644	836	...	...	...	2,461	5,941	62	...	...	3	1	4	512	
2,607	1,894	...	...	...	382	4,883	32	..	...	2	5	7	...	
1,536	1,465	...	...	...	328	3,329	38	...	...	...	5	5	...	
1,325	1,663	...	...	...	...	3,'88	66	...	...	1	7	8	...	
2,802	710	...	117	...	2,040	5,169	213	...	...	1	2	3	345	
3,021	2,280	...	890	...	2,040	8,231	37	...	...	...	7	7	155	
1,777	451	...	...	...	2,187	4,415	129	...	...	3	1	4	2'2	
1,'92	494	...	...	...	240	1,'26	102	...	...	...	1	1	153	
644	256	...	...	...	438	1,338	92	...	...	...	1	1	100	
911	674	...	751	...	277	2,613	117	...	...	1	2	3	175	
...	10	200	...	...	...	210	83	...	..	...	2	2	140	
1,11,120	1,07,668	292	15,588	10,942	29,382	2,74,992	3,810	12	2	89	80	183	13,890	
1,38,254	1,13,894	292	15,588	10,942	29,382	3,08,352	3,941	13	2	100	85	200	15,829	

NOTE.—In making the calculation in column 20, expenditure on furniture, scholarships, buildings and miscellaneous has also been ignored.

Names of as many schools as possible are entered on each sheet of the form.

APPENDIX 33.

BURMA.

APPENDIX 33.

Statement showing certain information regarding

1911

Name of School*.	Grade of schools.				Number of pupils.				Pupils in classes.		
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	No of Indians included in the total.	In Primary and Infant classes.	In Middle classes.	In High classes.
GOVERNMENT.											
European High School, Maymyo...	...	...	...	1	146	...	146	10	68	64	14
AIDED.											
Diocesan Boys' High School, Rangoon.	...	...	...	1	243	...	243	42	118	103	22
St. Paul's European High School, Rangoon.	...	...	...	1	581	...	581	91	420	128	33
St. Patrick's High School, Moulmein.	...	...	...	1	129	...	129	21	79	39	11
St. Mathew's Boys' School, Moulmein.	...	...	...	1	81	...	81	18	59	18	4
St. Peter's Boys' High School, Mandalay.	...	...	...	1	152	...	152	20	85	55	12
St. Phillip's School, Rangoon ...	...	...	1	...	96	61	157	22	150	7	...
Modern Boys' School, Thandaung	...	...	1	...	32	...	32	...	18	14	...
A. B. M. European School, Mandalay.	...	...	1	...	43	34	77	4	67	10	...
European Railway School, Yamethin.	...	1	...	...	24	22	46	...	46	...	...
St. John's Convent, Rangoon ...	...	...	...	1	27	314	341	36	243	75	23
Diocesan Girls' School, Rangoon...	...	...	...	1	50	142	192	37	134	45	13
Methodist Girls' High School, Rangoon.	...	...	...	1	99	194	293	42	235	43	15
St. Mathew's Girls' School, Moulmein.	...	...	...	1	10	80	90	4	54	26	10
English Girls' High School, Moulmein.	...	...	...	1	34	67	101	16	71	23	7
St. Joseph's Convent, Moulmein...	...	...	...	1	40	200	240	32	171	53	16
St. Joseph's Convent, Mandalay ...	...	...	...	1	64	184	248	13	202	42	4
St. Michael's School, Maymyo ...	...	...	...	1	19	108	127	11	92	26	9
St. Joseph's Convent, Maymyo ...	...	...	...	1	16	54	70	...	54	14	2
Old Convent, Rangoon ...	...	...	1	...	11	49	60	9	47	13	...
Branch Convent, Rangoon ...	...	...	1	...	30	173	203	16	173	30	...
Bishop's Home for Girls, Rangoon	...	...	1	...	8	50	58	9	41	17	...
Methodist Girls' School, Thandaung.	...	...	1	...	19	23	42	...	24	18	...
St. Joseph's Convent, Toungoo ...	...	...	1	...	19	50	69	7	54	15	...
St. John's European School, Toungoo.	...	...	1	...	24	30	54	8	43	11	...
St. Ann's Convent, Akyab ...	...	...	1	...	27	33	60	8	54	6	...
European Railway School, Insein	...	1	...	...	3	47	80	4	50	...	...
St. Joseph's Convent, Bassein ...	...	1	...	...	15	16	31	2	31	...	...
UNAIDED.											
Nil.											
TOTAL ...	...	3	10	15	2,072	1,931	4,003	482	2,913	895	195

* The information is requested for each School separately ; but it will be convenient

schools for Europeans in Burma.

1912.

INCOME (EXCLUSIVE OF BOARDING FEES).					Annual expenditure per pupil, exclusive of expenditure on boarding of pupils.	TEACHERS.						REMARKS.
Government funds.	Fees.	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.	Expenditure on salaries.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.	
21,772	5,444	...	...	27,216	216	1	1	5	4	11	23,195	
10,549	15,126	...	...	25,675	107	4	...	4	4	12	17,528	Government Fund.
7,128	12,480	...	...	19,608	35	...	...	...	...	...	30,540	Rs. 1,555
2,412	4,604	563	6,173	13,752	110	...	...	...	...	9	11,280	8,700
2,210	3,385	...	15,727	21,322	277	2	...	2	3	7	5,265	11,445
3,663	6,124	...	2,000	11,787	79	...	...	...	...	10	11,280	6,915
4,580	4,567	240	...	9,387	65	1	...	4	3	8	8,203	6,781
2,542	3,604	...	...	6,146	228	2	...	1	...	3	5,420	13,614
3,708	3,164	1,356	...	8,228	88	1	...	5	...	6	7,124	190
716	857	...	...	1,573	41	...	...	...	...	3	1,841	29,255
7,698	8,915	3,780	...	20,393	62	...	...	...	...	17	20,640	1,156
5,545	9,481	...	...	15,026	73	1	...	8	...		11,175	
8,336	13,059	...	...	21,395	77	...	...	12	...	12	17,658	
3,697	3,804	4,399	4,399	16,299	171	1	...	6	...	7	8,281	
4,726	3,419	400	3,900	12,445	134	...	...	9	...	9	7,466	Industrial School, Rangoon
5,162	9,785	...	3,540	18,487	78	...	...	...	...	12	16,440	European Normal Stipends
6,217	7,208	...	1,106	14,531	66	...	...	5	8	13	10,800	Orphan Stipends ...
5,958	5,609	...	2,591	14,158	111	1	...	8	...	9	11,926	Boarder Stipends...
3,204	3,539	...	...	6,743	101	...	...	4	4	8	8,690	Apprentice Stipends
336	1,760	...	927	3,023	56	...	...	2	2	4	3,540	European Scholarships
4,011	4,351	...	1,072	9,434	55	...	...	3	5	8	7,080	Capitation-Grants
2,197	307	...	1,293	3,797	83	...	...	3	...	3	3,600	Building—Grants
3,646	2,178	900	...	6,724	134	...	...	1	...	1	7,410	Equipment Grant
2,458	2,920	...	...	5,378	66	...	...	1	4	5	4,440	Other schools
1,555	2,058	222	45	3,880	66	...	...	3	2	5	3,567	
2 ,007	2,636	340	...	4,983	102	...	...	...	...	6	6,360	
1,660	1,985	360	...	4,005	49	...	...	3	...	3	2,894	
1,560	996	...	500	3,056	113	...	...	...	...	3	3,120	
1,29,253	1,43,365	12,560	43,273	3,28,451	...	14	1	89	39	203	2,76,760	

if the names of as many schools as possible are entered on each sheet of the form.

APPENDIX 33.

BIHAR AND ORISSA.

Statement showing certain information regarding

Name of school.	Grade of Schools.				Number of Pupils.				Pupils in classes.		
	Elementary.	Higher Elementary.	Secondary.	Higher Secondary.	Boys.	Girls.	Total.	Number of Indians included in the total.	In Infant and Primary classes.	In Middle classes	In High classes.
GOVERNMENT.											
Nil.											
AIDED.											
(1) St. Michael's School, Coorji ...	...	(a) Higher Elementary.	...	...	207	...	207	2	151	43	13
(2) St. Joseph's Convent, Bankipore	...	(a) Ditto	..	...	4	160	164	3	124	40	...
(3) „ „ „ Cuttack...	...	(a) Ditto	...	...	5	60	65	2	48	17	...
(4) Protestant European School, Cuttack.	Elementary	...	...	...	25	25	50	5	36	14	...
(5) East Indian Railway School, Dhanbaid.	Ditto	...	..	...	5	4	9	...	9	...	...
(6) East Indian Railway School, Jhajha.	Ditto	...	...	...	8	10	18	...	18	...	...
(7) East Indian Railway School, Buxar.	Ditto	...	...	...	12	14	26	...	19	7	...
(8) East Indian Railway School, Jamalpur.	Ditto	...	...	...	49	62	111	...	84	27	...
(9) Bengal-Nagpur Railway School, Adra.	Ditto	...	...	...	19	18	37	...	37	...	...
(10) Bengal-Nagpur Railway School, Khurda Road.	Ditto	...	...	...	14	20	34	...	31	3	...
(11) Bengal-Nagpur Railway School, Chakradharpur.	Ditto	...	...	...	31	29	60	...	50	10	...
(12) Bengal North Western Railway School, Samastipur.	Ditto	...	...	...	8	10	18	...	18	...	...
(13) Eastern Bengal State Railway School, Katihar.	Ditto	...	...	...	4	3	7	...	7	...	...
(14) East Indian Railway School, Dinapore.	Ditto	...	...	...	26	23	49	25	49	...	...
(15) East Indian Railway School, Madhupur.	Ditto	...	...		11	8	19	...	19	...	...
(16) East Indian Railway School, Sahebgunge.	Ditto	...	...	...	8	1	9	...	9	...	...
UNAIDED.											
Nil.											
Total ...	13	3	...	...	436	447	883	37	709	161	13
(17) East Indian Railway Apprentices' Night School, Jamalpur.		Technical		...	75	...	75	...	...	...	...

RANCHI:

The 3rd July 1912.

schools for Europeans in Bihar and Orissa.

Income (excluding boarding fees)					Annual expenditure per pupil exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.	Remarks.
Government funds.	Fees.	Endowments.	Other sources.	Total.		With B. A. or higher degree of English or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Rs	Rs. A. P.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.						Rs. A. P.	
6,123	6,027 0 0	...	16,861 0 0	23,011 0 0	127 0 0	...	...	10	1	11	11,965 0 0	(a) Recognised conditionally and temporarily.
4,207	2,827 0 0	...	4,643 0 0	11,771 0 0	127 0 0	...	...	10	...	10	7,778 0 0	
5,134	1,460 0 0	...	192 0 0	7,386 0 0	166 10 4	..	...	5	1	6	...	
3,562	1,392 0 0	...	2,933 0 0	7,887 0 0	126 10 0	...	...	2	3	6	7,500 0 0	
258	396 4 0	...	620 0 0	1,274 4 0	93 13 6	...	...	1	...	1	909 4 0	
319	535 8 0	...	742 13 6	1,597 5 6	88 0 0	...	...	2	...	2	1,855 15 9	
418	865 0 0	...	717 0 0	2,000 0 0	77 0 0	...	...	...	2	2	1,260 0 0	
1,628	3,032 8 0	...	1,690 15 8	6,351 7 8	72 9 4	...	...	3	2	5	4,665 0 0	
786	1,108 3 6	...	1,161 0 0	3,055 3 6	114 0 11	...	...	1	2	3	2,192 11 5	
795	638 10 9	...	1,464 15 3	2,898 10 0	85 0 0	...	...	1	2	3	2,168 10 3	
1,452	2,623 6 10	...	3,197 11 2	7,273 2 0	127 3 0	...	...	3	4	7	5,494 10 0	
495	228 0 0	...	960 0 0	1,683 0 0	93 0 0	...	...	1	...	1	...	
...	204 0 0	...	780 0 0	984 0 0	152 7 0	...	...	...	1	1	984 0 0	
1,094	1,682 8 0	...	1,434 14 8	4,211 6 8	88 3 10	...	...	3	1	4	3,000 0 0	
451	755 14 9	...	787 13 3	1,994 12 0	112 4 11	...	...	...	2	2	1,790 0 0	
445	305 15 0	...	648 14 9	1,399 13 9	155 8 7	...	...	1	1	2	1,170 0 0	
27,167	24,081 14 10	...	32,835 2 3	84,778 1 1	1,806 8 5	...	1	43	22	66	52,733 3 5	
550	1,239 0 0	63 10 3	500 0 0	2,353 10 3	...	...	...	...	(d) 5	(d) 5	2,347 0 0	(d) All the teachers are Mechanical Engineers.

G. T. FAWKES,

for *Director of Public Instruction.*

APPENDIX 33.

CENTRAL PROVINCES.

APPENDIX 33.

Statement showing certain information regarding Schools

Name of School.	Grade of Schools.				Number of Pupils.				Pupils in classes.		
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	Number of Indians included in total.	Primary and Infant.	Middle.	High.
Daughters of the Cross School, Badnera	1	1	...	...	8	12	20	5	20	...	...
St. Joseph's Convent, Jubbulpore	1	1	1	1	35	171	206	10	162	38	6
*Convent School, Kamptee ...	1	1	1	1	9	102	111	4	78	29	4
St. Aloysius High School, Jubbulpore	1	1	1	1	110	...	110	15	59	41	10
St. Francis de Sales' High School, Nagpur	1	1	1	1	271	...	271	22	146	92	33
Convent of St. Joseph, Nagpur ...	1	1	1	1	21	93	114	19	82	27	5
Convent, School, Amraoti ...	1	1	1	...	13	60	73	7	59	14	...
St. Joseph's Convent School, Saugor	...	...	1	...	9	42	51	4	32	19	...
Christ Church Girls' High School, Jubbulpore	1	1	1	1	28	72	100	...	69	25	6
Christ Church Boys' High School, Jubbulpore	...	1	1	1	67	..	67	...	21	35	11
Bishop Cotton High School, Nagpur	1	1	1	1	60	52	112	4	69	32	11
St. Joseph's Convent, Khandwa ...	1	1	...	...	13	15	28	..	28	...	...
Railway School, Bilaspur ...	...	1	...	...	30	33	63	...	63	...	...
St. Joseph's Convent, Harda ...	1	1	..	...	21	30	51	5	51	...	...
European Railway School, Dongargarh	...	1	...	...	14	9	23	...	23	...	...
There are no Government or unaded shools.											
Total ...	11	14	10	8	709	691	1,400	95	962	352	86

NAGPUR;
Dated 8th July 1912.

for Europeans in the Central Provinces.

INCOME (EXCLUSIVE OF BOARDING FEES).					ANNUAL EXPENDITURE PER PUPIL (EXCLUSIVE OF EXPENDITURE ON BOARDING).	TEACHERS.				EXPENDITURE ON SALARIES.	REMARKS.
Government funds.	Fees.	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.	
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.						Rs. A. P.	
607 0 0	439 0 0	...	183 0 0	1,229 0 0	61 0 0	...	...	...	(1) 2	2	900 0 0	(1) The Head Mistress is qualified with a French Brevet and her Assistant with a French Certificate.
7,368 0 0	3,999 0 0	..	7,939 0 0	19,306 0 0	96 0 0	...	...	3	8	11	10,200 0 0	
4,765 0 0	1,980 0 0	...	3,208 0 0	9,953 0 0	Secondary. 53 4 3 / Primary. 30 10 8	...		4	8	12	7,535 0 0	*Rs. 2,304 Orphan Grant not included in total Government funds.
5,518 0 0	2,321 0 0	...	7,794 0 0	15,633 0 0	142 0 0	2	1	1	8	12	12,000 0 0	
13,909 0 0	9,696 0 0	...	14,649 0 0	38,254 0 0	141 2 6	3	2	7	3	15	20,040 0 0	
3,937 13 5	2,615 0 0	..	2,031 0 0	8,583 13 5	72 0 0	...	...	2	7	9	5,790 0 0	
(1) 3,769 0 0	1,549 0 0	...	654 0 0	5,972 0 0	(3) 57 0 0	...	.	...	(2) 6	6	2,700 0 0	
1,427 0 0	1,723 0 0	496 0 0	241 0 0	3,887 0 0	65 0 0	...	...	5	3	8	3,960 0 0	
4,214 0 0	2,736 0 0	1,838 4 0	1,289 10 4	10,077 14 4	107 13 10	...	...	4	5	9	8,706 6 10	
5,512 0 0	2,349 0 0	1,630 4 0	150 14 10	9,642 2 10	118 9 6	...	1	4	2	7	7,112 1 0	
10,215 0 0	2,938 0 0	963 0 0	1,319 0 0	15,435 0 0	138 0 0	...	2	2	9	13	13,212 0 0	
880 0 0	608 0 0	360 0 0	993 0 0	2,841 0 0	101 0 0	...	...	...	3	3	2,640 0 0	
911 0 0	1,031 8 4	1,815 0 0	164 12 6	3,922 4 10	...	...	...		2	4	3,244 11 3	
869 0 0	659 0 0	120 0 0	409 0 0	2,057 0 0	21 0 0	...	...	...	4	4	1,920 0 0	
532 0 0	389 3 0	849 0 0	1 6 0	1,771 9 0	...	...	...	...	...	...	1,468 0 1	
64,433 13 5	35,032 11 4	8,071 8 0	41,026 11 8	1,48,564 12 5	...	5	6	34	70	115	1,01,388 3 2	

R. W. SPENCE,

Offg. Director of Public Instruction, Central Provinces.

APPENDIX 33.

Statement showing certain information regarding schools for Europeans in Assam.

Name of school.	Grade of schools.				Number of pupils.				Pupils in classes.			Income (exclusive of boarding fees).					Annual expenditure per pupil, exclusive of expenditure on boarding of pupils.	Teachers.					Expenditure on salaries.	Remarks.
	Infant.	Primary.	Middle.	High.	Boys.	Girls.	Total.	No. of Indians included in the total.	In Primary and Infant classes.	In Middle classes.	In High classes.	Government funds.	Fees.	Endowments.	Other sources.	Total.		With B. A. or higher degree of European or American Universities.	With B. A. or higher degree of Indian Universities.	Without degree but trained.	Without degree or training.	Total.		
Government.												Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						Rs.	
Pine Mount, Shillong ...	...	P.	...	...	15	18	33	...	33	...	...	6,939	986	...	...	7,925	420	...	...	2	1	3	(i) 420	(i) Rs. 45 to Music teacher.
Aided.																								
Unaided.																								
Loreto Convent, Shillong ...	...	...	M.	...	14	40	54	1	44	10	...	...	3,750	(i) 1,020	(ii) 1,900	6,670	123–124	...	...	(iii) 2	(iv) 3	5	(v) 4,600 per annum.	(i) Interest on building loan. (ii) Music fees. (iii) One trained in Drawing at the School of Art and the other in Music. (iv) One certificated High School and one Middle School under the Punjab Code. (v) Rs. 2,000, this is entered as representing cost of maintenance of the Mother Superior and religious sisters.
Total ...	2				29	58	87	1	77	10	...	6,939	4,736	1,020	1,900	14,595	168	...	...	4	4	8	9,640 per annum.	

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